

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mr. Thomas P. Ennis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Coral Reef Senior High School

(As it should appear in the official records)

School Mailing Address 10101 SW 152nd Street

(If address is P.O. Box, also include street address.)

City Miami State FL Zip Code+4 (9 digits total) 33157-1603

County Miami-Dade County State School Code Number* 15FL469PU

Telephone 305-232-2044 Fax 305-252-3454

Web site/URL http://crhs.dadeschools.net E-mail pr7101@dadeschools.net

Twitter Handle https://twitter.com/sr_reef Facebook Page https://www.facebook.com/coralreefhigh Google+ n/a

YouTube/URL n/a Blog https://coralreefseniorhigh.wordpress.com/ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent* Mr. Alberto Carvalho

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: acarvalho@dadeschools.net

Other)

District Name Miami Dade County Public Schools Tel. 305-995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Perla Tabares Hantman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 279 Elementary schools (includes K-8)
 - 82 Middle/Junior high schools
 - 77 High schools
 - 28 K-12 schools
- 466 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	425	501	926
10	337	475	812
11	289	408	697
12	355	391	746
Total Students	1406	1775	3181

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 12 % Black or African American
 - 64 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	3230
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %
22 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Korean, Chinese, French
8. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 1374

Information for Public Schools Only - Data Provided by the State

The state has reported that 43 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
179 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>55</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>28</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>81</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	151
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	43

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	98%	98%	98%	98%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	772
Enrolled in a 4-year college or university	92%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: CRHS's mission is to create a community of diverse learners who work together to acquire the knowledge and skills to become successful citizens of a global society.

PART III – SUMMARY

Coral Reef High School (CRHS) is known as Miami’s “Mega-Magnet,” serving the ethnically and racially diverse Miami-Dade population of 2.6 million people. Students interested in Agri-science, Engineering Technology, Business and Finance, Legal and Public Affairs, Health Sciences, Visual and Performing Arts (VPA), or the International Baccalaureate (IB) Programme are encouraged to apply for admission to “Cuda Nation.” With the exception of students in the IB program, which has its own prescribed curriculum, all students participate in an academy class each year, where they expand their knowledge and skills in their area of interest.

Recognized as our district’s “triple threat,” CRHS has conquered academics, the arts, and athletics. With over 4,200 Advanced Placement (AP) and 3,000 IB exams administered, a distinguished visual and performing arts program, and recognition as Miami Dade County Public School’s (MDCPS) second overall sports program, it is easy to see why we have been noted as a force to be reckoned with.

Approximately 5,000 students apply every year to fill the 875 available spots. We actively recruit students from middle schools where both alumni and current students present information about the school and its academies. Entry is determined for students applying to the VPA academy through an audition in their venerated area (i.e., dance, drama, vocal ensemble, band, or orchestra). Each student applying to the IB program must meet a specified criterion: a 2.5 GPA and Algebra and Physical Science courses completed; these students are then admitted through the random selection process. All other academies admit students based upon the district’s random selection process.

The 3,213 students who attend CRHS are as diversified as our local community. Our student body consists of 64% Hispanic, 18% white, 12% African American, 3% Asian, and 2% two or more races; 43% of which receive free or reduced lunch. We service a large number of students with varying exceptionalities, including a functional and vocational program for approximately 50 students with Autism Spectrum Disorder (ASD). Although not a part of a magnet program, they offer others a diverse perspective.

Students are encouraged to become well-rounded learners with options to join over 60 interest clubs, 33 sports teams, and numerous honor societies and service organizations. Through such options, students are able to explore today’s increasingly interconnected and globalized world. Specifically, the awareness and understanding of others is fostered through clubs such as the Muslim Student Union, Jewish Student Union, Black Student Union, and Gay/Straight Alliance. The CRHS chapter of Best Buddies, which pairs magnet students with our students with ASD, was named as an outstanding chapter in Florida.

Collaboration amongst faculty, staff and students adds value to achieving academic success. With a 98% graduation rate, the most recent graduating class had 92% of students attending four-year institutions, 7% attending two-year schools, and over 40 million dollars in awarded scholarship monies.

Most recently, according to Niche’s 2015 report of Best Public High Schools, CRHS ranked 3rd in Florida. In years past, the school was recognized by U.S. News and World Report as the 13th best high school in Florida and 134th nationally (2013). The state and national rankings awarded to the school coincide with the schools consecutive acknowledgement (2003-2014) by the State of Florida Recognition Program as an “A” School. In addition to the schools’ rankings and recognitions in 2014, the school’s principal was bestowed the title of National Principal of the Year by Magnet Schools of America, which also presented the school with the School of Excellence Award for the past six years. The Five Star School Award generated by the Florida Department of Education Commissioner’s Community Involvement Council is presented annually to those schools that have shown exemplary community involvement. CRHS has been presented with this award consecutively for nine years, and is known for being one of the only high schools to receive such honors. National recognition has been received by The College Board for leading the nation in having the largest number of minority students passing selected subject area Advanced Placement exams: English Language, English Literature, European History, U.S. History, and World History.

Furthermore, in March 2014, the school hosted the President of the United States and First Lady. President Obama addressed students about how applying for the Free Application for Student Aid (FAFSA) provides opportunities to afford, attend and graduate from college. CRHS was mentioned as a school with a high grossing number of FAFSA applications submitted by students. The President met with a select representation of the student body, discussing future endeavors after high school, as well as assisting those students with completing a FAFSA application.

A number of athletic accolades accompany the academic success of the school. Numerous state championship titles have been held by the bowling team, softball team, and basketball team, as well as accumulating district titles in volleyball, tennis, and track and field, to name a few. Not only are athletics a compliment to the culture of the school, the VPA academy hosts our junior and varsity dance National Champions in both jazz and hip hop. Needless to say, CRHS continues to educate the “whole” child by implementing several support models that concentrate on developing our students varied academic, athletic and artistic abilities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The holistic approach to curriculum and learning has been instrumental in achieving high expectations amongst this diverse population. In order to provide opportunities to participate in rigorous and challenging coursework, the following high level courses are offered to our students: 35 Honors level courses, 23 Advanced Placement (AP) Courses, 33 International Baccalaureate (IB) courses, and 44 magnet Academy Honors courses.

The English department at Coral Reef Senior High School (CRHS) incorporates the Florida Standards into its curriculum as it works to create career and college ready students who are able to read, analyze, discuss and write about a variety of creative and informational texts at and above grade level. Students use computer programs to strengthen reading comprehension and vocabulary skills, and teachers choose texts to read that give students a strong foundation in multi-cultural literature as well as the ability to question and understand the world around them. Students who are in need of extra assistance are provided coursework in an Intensive Reading program which gives more direct, explicit instruction at the foundational level so these students can succeed in their other courses. Students have access to textbooks online, and are encouraged to use technology to read and write.

The mathematics core curriculum addresses the Florida Standards Assessments (FSA) whose three pillars are conceptual understanding, procedural fluidity, and real-life applications. Our approach is a continuous cyclical process where our teachers create learning experiences that allow the students the opportunity to achieve these standards. In Algebra 1, students are conceptually taught how to collect, organize, and interpret data which will create a foundation upon which to build more advanced mathematics. In Geometry, students acquire knowledge of similarity, congruency, area, and volume which will create a foundation for Calculus. In mathematics, we offer extensive tutoring opportunities five days a week, including Saturdays, for all students. We offer many advanced courses for students performing above grade level like AP Calculus AB, AP Calculus BC, and AP Statistics in addition to our IB mathematics curriculum.

At all levels, our science curriculum provides a strong foundation in laboratory skills, problem-solving, critical thinking, reading informational text, and technical writing. The international (IB), national (AP), and state (NGSSS) standards are thoroughly covered in the appropriate classes, while supporting the Florida English Language Standards and the Florida Mathematics Standards. Technology is one key element to our students' success. Additionally, Coral Reef utilizes modified inquiry-based experiences, labs designed by students (not the teacher) to research a problem, CER (claim-evidence-reasoning) strategies, and a school wide effort across the curriculum to enhance the students' abilities to communicate effectively and to read, understand, and explain informational text.

The social studies curriculum aims to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation, and interdependent world. Instruction is standards-based, and supports improved student growth through data-based instruction. In order to master some of the skills required to function as competent citizens, such as interpreting historical trends that span across time periods, analyzing primary and secondary sources of information, understanding, evaluating, and interpreting graphic information, as well as evaluating history from political, economic, and social perspectives, the department uses scaffolding and a gradual release model for instruction. Teachers model the required skills for the students, such as analyzing a historical political cartoon, and encourage students to apply these skills to current events. In addition, teachers utilize data from formative assessments to modify instruction as needed. Students are introduced to "Mini" Guided Document Based Questions before being given a Document Based Writing Exercise to complete independently.

Since CRHS is a full magnet school composed of six academies, each student takes at least one academy course annually that is related 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 over the

summer. 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. At the end of the senior year, students take a certification exam based on his/her academy and field of study. The schools' career academies have taken a proactive approach in order to integrate career and technical education with the academic courses.

We believe that all students should be encouraged to take the highest level courses in which they can be successful, and even though a student may not pass an AP test, there is value in being exposed to the rigorous curriculum and to the challenges the course provides. It also helps prepare the students for post-secondary courses by providing college credits for exams passed, as well as improving study habits, time management, and content-knowledge. Opportunities abound for additional assistance in mastering content as formal tutoring occurs after school and on Saturday mornings, while informal help sessions often occur in teachers' classrooms before school, during lunch, and after school. All of these factors mentioned have helped to make CRHS one of the highest performing high schools in the state and the nation.

2. Other Curriculum Areas:

In addition to advanced course work, students in the IB program submit an extended essay in one of the subjects of the IB curriculum, and partake in the Theory of Knowledge course. The extended essay, a composite of 4,000 words, is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

The Visual & Performing Arts Academy at Coral Reef Senior High School offers seven strands of specialization: Visual Arts, Theatre Arts, Dance, Band, Chorus, Orchestra and Piano and is comprised of actors, singers, dancers, musicians, and artists who strive for excellence in academics and creative expression. Students focus on an Honors arts curriculum over a four year period immersed in the theory and practice of their particular discipline. Extensive art and photography labs, dance and music studios and black box theatre serve as settings for our academy students. These students spend two hours each day, over a four year period, immersed in the theory and practice of their particular discipline.

Engineering Technology students apply mathematical, scientific and engineering concepts to find solutions to many design problems. They explore various engineering disciplines such as mechanical, structural, industrial, electrical, electronics, robotics and aerospace with hands-on activities and projects. Students participate in activities such as basic sketching, computer designing, building, testing, analyzing models and prototypes. The Science, Technology, Engineering, and Math (STEM) initiative is reinforced through the Engineering Technology magnet, allowing these students to learn how to build and program robotic devices.

The Academy of Business and Finance, recognized as a Distinguished National Academy Foundation (NAF) Academy (2013-2104), introduces students to the broad career opportunities in the business and financial services industry. Upon entering this academy students begin preparing for a post-secondary education in the field of business and or/finance as well as preparing for the career world in the business community. Students in this academy explore the ins and outs of the business world through financial computing, accounting, financial operations, and financial planning. Once they have learned the tools for success, students demonstrate their ability through an internship experience in an actual business. They further have an opportunity to apply skills through our Cuda Credit Union in partnership with the South Florida Educational Credit Union.

The Medical Academy provides all students with a sound academic foundation that enables the application of knowledge and skills for continued study in a health care career. Three strands of study offered are certified nursing assistant, first responder, and medical assisting. Students take a core of intensive academic courses to provide a solid foundation in anatomy, physiology, medical terminology, medical math, disease processes, body mechanics, and basic human needs. Students on a nursing track, complete 40 hours of hands-on clinical experience at a local nursing home.

The Academy of Legal and Public Affairs provides students with fundamental competencies that enable

them to develop skills, knowledge, and attitudes necessary for success and career advancement within a cluster of law enforcement and criminal investigation related careers. Students take an array of academy classes that focus on broad, transferable skills and stress the understanding of ethical and sociological standards, criminal laws, court procedures, defensive tactics, public safety, corrections, criminal investigative procedures, crime prevention, and entrepreneurship.

Students in the Agriscience strand explore the field of Agricultural Biotechnology while learning about non-traditional propagation methods of plants and husbandry of small animals. Research partnerships with the United States Department of Agriculture will enable students to participate in summer internships and conduct research on rare and native tropical plant and animal species impacting the industry.

CRHS is striving to become a technology powerhouse, with every classroom equipped with at least one computer and a printer. In addition there are 23 computer labs with an average of 29 computers in each, with the hopes of creating an additional four labs. Various software programs have been set in place to increase productivity. We have created a Google-based environment where every student and faculty member has been provided a unique log-in and email address. Teachers and students are using applications such as shared documents, calendars, and email to communicate and collaborate. Each classroom is equipped with an interactive whiteboard to further engage student learning.

3. Instructional Methods and Interventions:

Grades are monitored by academy counselors at the midpoint and end of each nine 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.

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 Florida Comprehensive Assessment Test (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 that target 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, 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. As part of the school wide intervention, our Algebra 1 classes have two teachers to provide students with a lower teacher to pupil ratio.

A school-wide peer tutoring program is in place where honor society members provide after school tutoring for students in need. With the support of many teachers, Saturday Tutoring and night school intensive programs have been facilitated, encouraging the improvement of overall achievement. 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 after-school or weekend tutoring options are encouraged by contacting both parents and students. Options for earning concordant scores on alternate assessments are also discussed and encouraged with these students and parents.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Coral Reef Senior High School's (CRHS) Florida Comprehensive Assessment Test (FCAT) 2.0 demonstrates that students consistently perform well above district and state averages. Students in grades nine and ten are evaluated annually in the spring with the FCAT 2.0 assessment, a criterion-referenced test that assesses student mastery of the state standards in reading, mathematics, science, and writing. Student results are based on a 1 (lowest) to 5 (highest) rating scale. Students scoring a Level 1 or 2 are considered to be performing below grade level standards. A Level 3 score is considered proficient at meeting the standard. Those students who score a Level 4 or 5 are considered to be advanced or performing above grade standards.

There were substantial gains made in overall proficiency in reading across all sub groups of those tested within the 10th grade FCAT/FCAT 2.0 reading assessment. Additionally, students with high performance levels of 4 or 5 increased by 18% points from 2009-2010 to 2013-2014 school year. Marked improvements were seen in all subgroups; notably students who receive free and reduced lunch/disadvantaged students had a 23% increase, and African-American students had a 17% increase. Assessment data from 2009 to 2014 shows an achievement gap for students within the African-American and Special Education subgroups, but still a 17% and 15% increase was respectively seen. Students within these targeted subgroups receive additional tutoring during and after school, as well as Saturdays to help close the gap. Students are monitored closely by teachers, guidance counselors, and administration to ensure that they are receiving assistance needed. Similar data was presented with students in grade nine, with 18% increase of overall students scoring a level 4 or higher. Particularly, students who receive free and reduced lunch/disadvantaged students had a 21% increase, and white students had a 25% increase.

Students in grades nine to eleven at CRHS participate in the Algebra 1 EOC assessment. Although decrease in math scores from 2010-2011 to 2011-2012 is evident, this was directly related to the shift from one assessment to another (FCAT to Algebra 1 EOC assessments). However after the shift occurred, students continued to improve, increasing student proficiency levels to 89% overall. In 2011-2012, 21% of students assessed garnered an advanced level 4 or 5; 57% of students achieved a level 4 or 5 during the 2013-2014 school year, resulting in a 36% increase. Students who receive free and reduced lunch/disadvantaged students, as well as white students had the greatest increase in advanced achievement within the subgroups of those tested on the Algebra 1 EOC from 2011 to 2014, with 36% and 64% increases.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The school disaggregates and interprets 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." This database contains an analysis of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. 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, various assessments 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 and mathematics, teachers select a baseline and mid-year assessment to assess students' familiarity with the new standards. Teachers analyze their own individual data and plan instruction accordingly within their own classrooms. Teachers use data obtained from Thinkgate District Assessments, interim assessments, Edmodo Snapshot quizzes and Gizmo reports, as well as teacher created assessments. Based on results of these assessments, teachers organize student data chats through the use of our "Cuda Goal Sheet," a tool developed by the school to track progress within the core academic courses. Students meet with their counselors regularly to discuss academic achievements and concerns. During these

individual meetings, counselors discuss with students update testing results, and discuss what further steps need to be made.

The administration and test chairperson hold parent nights throughout the school year. At the beginning of the school year, parents are invited to attend a meeting in which testing information is disseminated and analyzed. Parents obtain imperative information directly impacting their students, as well as engage in an open format question and answer session. As the school year progresses, additional parent meetings are held specific to the tested area (i.e., AP Parent Night, IB parent Night, and FCAT parent night). Furthermore, our administration attends PTSA meetings, where assessment information is presented to parent, teachers, and students. All aforementioned information is also presented to community member who attend our monthly EESAC meetings.

Part VI School Support

1. School Climate/Culture

Ready for the Reef, a unique program designed to help incoming ninth grade students acclimate to high school, was developed. During the summer before starting high school, these ninth grade students attend a week-long, transitional program that ensures a solid, successful start to their high school experience. In this program, students are grouped by academy and participate in team building activities. They also set up their school email, as every student at Coral Reef Senior High (CRHS) has a school email address where teachers can send documents, assignments, reminders, and a myriad of other information.

Students are assigned an academy counselor, who can better understand their students on a personal level and build positive relationships. Our students are provided services on a multitude of issues including academic advisement, college advisement, study skills, interpersonal relationships, mentoring, and any other relevant counseling issue. The counseling team works diligently to have an open door policy and always maintains confidentiality, providing a safe environment for all students to receive assistance with any and all of their emotional needs so they can focus on school work.

Various cultures, language, and philosophies are shared during the course of the school year. As parents watch the opening video at our open house, they are saluted in over 15 different languages. Hispanic and African- American heritages and cultures are celebrated through an assortment of activities, performances, food festivals, songs and dance. Our Equal Access Club assisted JAM (Jewish and Muslim Student Unions) in sponsoring a school-wide event whose purpose was “to combat 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.

Academy competitions are encouraged at local, district, state, and national levels. Results of competitions and sports announcements are relayed during the daily multi-media morning announcements. Furthermore, special award assemblies are held by each of the six academies to recognize student achievement, with a spring award assembly also held that incorporates all academies.

Reef’s Best: Teacher Edition showcases teacher’s talents. Individual departments rally their team together to create a performance to be showcased at the school-wide event. Students flock to see their teachers dancing, singing, and acting on stage. The name of the winning department is displayed in the main office each year. Every year, the faculty, staff, and administration create a video to encourage students to stay strong during our lengthy testing window of standardized testing, AP exams, and IB exams. The team comes together for an amusing occasion, and together provides encouragement for the students.

The Barracuda Pressroom, found on the school’s website, regularly showcases student and teacher achievements. Structures have been created that enable teachers to develop an appreciation for each student’s abilities. In relation to understanding student ability, administration communicates the review of data during faculty meetings, through email and personal interactions.

2. Engaging Families and Community

The community’s support of CRHS is evident by numerous community professionals, businesses, agencies and parents who are actively involved within the school. CRHS’s Educational Excellence School Advisory Council (EESAC) meets regularly and is responsible for making decisions which affect instruction and program delivery. Furthermore, EESAC assists in the development and evaluations of the School Improvement Plan (SIP) and provides additional funding for identified school projects, programs, and activities. The Parent Teacher Student Association (PTSA) has documented thousands of volunteer hours to assist with school sporting events, performance activities, field trips, and testing support. Additionally, PTSA assists teachers in routine classroom tasks such as clerical responsibilities. There are 44 registered Dade Partners who provide supplementary financial support and human resources to the school. In addition, there are 26 booster clubs that offer targeted support to school clubs, teams, activities, and

academies. Some examples of the support provided to CRHS by the community include: complimentary printing of various programs and invitations, food donations for school activities, teacher appreciation activities, school beautification projects, and mentor students as guest speakers.

In return, CRHS students extend support to local, state, and international communities by completing a minimum of 75 service hours per student. Furthermore, the students in the International Baccalaureate (IB) program volunteer an additional 75 service hours as part of their “Creativity, Action, Community” (CAS) project required for IB graduation. Students have the flexibility to complete these projects within our school community and beyond. Some examples of community service projects completed by students include: collaborative clubs including disabled and non-disabled students, food, clothing, and toy collections for low income families, tutoring provided at neighboring schools, blood drives, and dance and music performances at nursing homes.

CRHS students are known for their award-winning talent. They are routinely asked to perform at school board meetings and functions. Our marching band is a regular fixture at the Opening of Schools meeting for the district. Orchestra students and soloists perform during meetings throughout the year and our dance team entertains during the holiday show. The PTSA has presented the winners from their annual contest which supports arts in education, “PTSA Reflections,” encouraging students to explore their talent and express themselves.

CRHS’s success is due, in part, to the incredible support and involvement of parents and community. Teachers, counselors, special education support personnel, administrators, clerical, and support staff all contribute to the school community and the success of the students. The multi-tiered approach by school personnel, the involvement and support of the parents, the sense of responsibility and belonging engendered by the academies, and the overall culture of learning and achievement that exists at CRHS all function to empower students to be successful at many levels and to define CRHS as an exemplary high school.

3. Professional Development

Professional development is ongoing throughout the school year and is directly correlated to the School Improvement Plan (SIP) and School’s Action Plan. The professional development team membership changes periodically in order to allow access for all staff members to partake in sharing of information to improve student learning. Professional development focuses on presenting strategies to all instructional personnel to assist in the teaching of close reading strategies, oral and written communication skills, analytical skills, and the inclusion of more open-ended real-life application. At CRHS, we facilitate training that will promote student achievement and professional growth. As a result, teachers have taken the initiative to provide in-house workshops and disseminate innovative educational ideas.

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.

As shifts occur toward the Florida Standards curriculum and changes ensue amongst standardized testing, faculty and staff are continuously trained in the new platforms. This year alone, staff members have been trained on administering the new computer-based Florida Standards Assessment (FSA) English Language Arts (grades 9-11), setting up their online accounts, and completing training sessions with students, all of which helps to become familiar and comfortable with the new platform.

In addition, the district offers two teacher planning days which are dedicated solely to professional development. Teachers are encouraged to participate in in-house courses, or a course available at other locations outside of the school. However, there is a professional development portal through the district website that lists a multitude of available courses for teachers to register for and participate in at any time during the year, including weekends and over the summer break.

4. School Leadership

The principal at Coral Reef Senior High, CRHS, cultivates a positive school culture where all stakeholders are valued and committed to ensuring student success. She provides support and opportunities for potential and current school-based leaders, assistant principals, and staff to gain exposure to researching, developing, and presenting information to stakeholders on the most current pedagogical topics and issues that focus on student learning.

A principal is only as effective as their team. And with that said, school administrators meet regularly with the schools leadership team to make those data-driven decisions that directly impact the school. In order to ensure collaborative leadership, a unique multi-tiered approach has been implemented that engages students, parents, teachers, department chairs, counselors, lead teachers, and administrators to provide insight and guidance towards meeting the educational and civic goals of the school. This approach is structured around a strategy in which stakeholders are free to choose the path towards the common goals within the parameters that have been set. Throughout the process, the principal is forthcoming in providing assistance and support when needed.

The administrative team goes above the ideals of formal observations. In order to gain a better picture of teachers and their classrooms, the team conducts weekly informal observations, “5x5’s,” in which they visit five classrooms in five minutes. Each administrator selects a classroom and gathers knowledge. The results of these observations are discussed during weekly administrative meetings. Accolades can be specified for implementation of best practices that support the magnet themes, or supportive strategies applied where needed.

Several support models have been implemented that concentrate on the varied abilities of our students. An administrator, counselor and lead teacher are assigned to each academy, and together they are responsible for the well-being of each of the respective students. The professionals work with the same group of students throughout all four years of their high school career, giving students a sense of stability and consistency.

Another area of leadership strength lies within the engagement of our stakeholders. Our ability to effectively communicate with our stakeholders is identified with the frequent use of the marquee, CRHS website, and web-based applications including Open Class, Edmodo, and Class Jump. In addition our leaders work collaboratively on school improvement efforts to provide and support meaningful leadership roles for stakeholders as we are never a “one man show.” Our school leaders’ proactive and persistent efforts result in measurable, active stakeholder participation and positive engagement in the school. The strong sense of community and ownership is evidenced in our Parent Teacher Communication logs and a successful PTSA.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0/Algebra 1 EOC</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Florida Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	89	86	72	91	90
Level 4 or above	57	48	21	72	69
Number of students tested	248	325	299	800	800
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	14	13	15	12	
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	87	74	54	87	85
Level 4 or above	49	39	13	64	59
Number of students tested	152	206	151	163	194
2. Students receiving Special Education					
Level 3 or above	53	44	33		60
Level 4 or above	25	0	0		27
Number of students tested	22	33	29	25	27
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	89	88	65	92	90
Level 4 or above	58	50	24	73	68
Number of students tested	179	210	169	183	165
5. African- American Students					
Level 3 or above	77	73	38	79	79
Level 4 or above	34	26	0	57	53
Number of students tested	42	63	63	49	57
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	93	92	56	98	90
Level 4 or above	64	57	0	79	69
Number of students tested	27	67	54	68	59
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: * No data reported when fewer than 10 students were tested or when all students are in the same scoring category- not a qualifying group

**Algebra 1 EOC administered to students in grades 9-11

+ Shift from FCAT Math (2009-2011) to Algebra 1 EOC

-- less than one percent of students are tested with alternative assessments

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT/FCAT 2.0</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Florida Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	89	90	82	83	75
Level 4 or above	69	68	59	52	51
Number of students tested	759	793	863	763	774
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	87	84	74	76	64
Level 4 or above	64	60	49	51	41
Number of students tested	294	312	333	322	317
2. Students receiving Special Education					
Level 3 or above	62	70	57	50	47
Level 4 or above	38	18	31	29	20
Number of students tested	37	27	42	24	15
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	90	90	82	85	76
Level 4 or above	66	66	59	61	54
Number of students tested	466	476	517	478	426
5. African- American Students					
Level 3 or above	76	76	71	70	59
Level 4 or above	58	51	41	45	35
Number of students tested	89	104	146	106	151
6. Asian Students					
Level 3 or above		100	97	86	90
Level 4 or above		76	75	86	72
Number of students tested	26	34	32	36	29
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	93	95	87	87	83
Level 4 or above	74	77	69	74	58
Number of students tested	169	165	155	134	156
10. Two or More Races identified Students					
Level 3 or above		85	91		91
Level 4 or above		76	72		63
Number of students tested	9	13	11	7	11
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: * No data reported when fewer than 10 students tested or when all students are in the same category.

** Between the 2009-2010 school year and 2013-2014 school year a shift from FCAT to FCAT 2.0 occurred.

+ Less than one percent of students tested with alternate assessment

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT/FCAT 2.0</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Florida Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	87	87	82	81	77
Level 4 or above	62	62	55	54	44
Number of students tested	852	822	845	892	795
Percent of total students tested	98	99	99	98	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	80	82	76	74	67
Level 4 or above	52	56	49	45	31
Number of students tested	389	322	352	361	344
2. Students receiving Special Education					
Level 3 or above	55	58	53	50	33
Level 4 or above	24	25	24	22	10
Number of students tested	29	40	34	52	30
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	86	89	82	83	77
Level 4 or above	60	64	55	54	43
Number of students tested	563	493	495	528	479
5. African- American Students					
Level 3 or above	78	65	69	67	63
Level 4 or above	47	38	32	38	28
Number of students tested	98	105	119	148	117
6. Asian Students					
Level 3 or above	91	93	92	91	88
Level 4 or above	76	85	65	66	67
Number of students tested	34	27	37	33	42
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	96	94	89	86	86
Level 4 or above	77	70	74	65	52
Number of students tested	150	187	180	170	149
10. Two or More Races identified Students					
Level 3 or above		90	92	100	
Level 4 or above		50	62	80	
Number of students tested	6	10	13	10	7
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: *No data reported when fewer than 10 students were tested or when all students are in the same reporting category- non qualifying subgroup

** Between 2009-2010 school year and the 2013-2014 school year, a shift from FCAT to FCAT 2.0 occurred.

+ Less than one percent of students test with alternate assessment