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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 7071 - Coral Gables Senior High School

*FeederPattern:* Coral Gables Senior

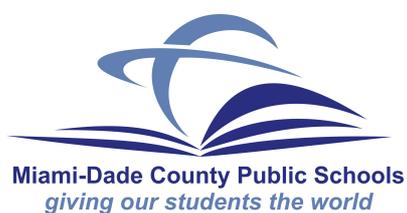
*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Jo Anne Gans

*Adult/Vocational  
Principal:* Fred Pullum

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Coral Gables Senior High School*

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The importance of the School Improvement Plan is evident as it is the controlling document that drives the focus of the entire school and extended learning community. As such, a comprehensive needs assessment process was formulated to determine the direction of focus. A detailed review of the following documents was used to formulate this year's School Improvement Plan: School Accountability Results, Florida Department of Education (FDOE) School Report Card, FCAT Sunshine Standards Clusters, FDOE Adequate Yearly Progress Report, FDOE Return on Investment Index, School Profile, STAR Technology Survey, the Organizational Performance Improvement Snapshot, and the 2005-2006 School Improvement Plan. Discussions among administrators, faculty and staff, the Educational Excellence School Advisory Committee, and other stakeholders have resulted in the identification of the following objectives for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by an increase of thirty-one percentage points to meet the No Child Left Behind requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by an increase of twenty-seven percentage points to meet the No Child Left Behind requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-three percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by an increase of forty-two percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades nine and ten will maintain or improve their mathematic scores as evidenced by a three percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten

will improve their mathematics scores as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind requirement of 26% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their mathematics scores as evidenced by an increase of ten percentage points to meet the No Child Left Behind requirement of 56% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades nine and ten will improve their mathematic scores as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind requirement of 56% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirty-seven percentage points to meet the No Child Left Behind requirement of 26% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, the total testing population of students in grade ten will improve their writing scores as evidenced by a one percentage point increase in the number of students scoring at or above 4.0 on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 57.17% of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by an increase of twenty-six percentage points to meet the District score card requirement of 57.17% of eleventh grade students scoring at state mastery levels on the 2007 FCAT Science Test.

Given the documented importance of the relationship between parental involvement and academic success, Coral Gables High School will increase the documented parent involvement by three percentage points in 2006-2007 when compared to the documented parent involvement total from the 2005-2006 school year.

Given an emphasis on the importance of a safe and orderly learning environment, the school's Outdoor Suspension Rate of 12.07 will decrease by a minimum of one percentage point to 11.07 or below when the Outdoor Suspension Rate from the 2006-2007 school year are compared with the Outdoor Suspension Rate from the 2005-2006 school year.

Based on the District mandate to fully incorporate technology into the classroom, Coral Gables Senior High School will continue the District's Enhancing Education Through Technology (EETT) Initiative by

providing training for 15 additional teachers. This workshop will raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 45 to 60.

Given the District initiative targeting the physical well-being of our students and participation in Physical Education courses, the percentage of students receiving the FITNESSGRAM award will increase by three percentage points when comparing the results of the 2006-2007 Physical Fitness test results with data from the 2005-2006 school year; therefore, 69% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

Given the District focus on an awareness of and participation in performing and visual arts, Coral Gables Senior High School will increase student participation in school and community-sponsored events.

Coral Gables Senior High School will improve its ranking on the State of Florida ROI index publication by one percentage point from the 82 percentile to the 83 percentaile.

Given the Federal mandate as outlined in the No Child Left Behind Act, Coral Gables High School will show an increase in the graduation rate as evidenced by 67% of seniors meeting graduation requirements for the 2006-2007 school year which reflects a one percentage point increase from the 2005-2006 school year.

After a review of the Organizational Performance Improvement Snapshot Assessment Survey, it has been determined that the faculty and staff at Coral Gables Senior High School is satisfied with the work environment and the educational process therein. The lowest scoring areas fall within the following areas: concern for the availability of resources (3.9) and the communication of information involving the employees in the development of school goals (3.9). Specifically, the categorical areas of weakness included: My organization asks me what I think; As it plans for the future, my organization asks for my ideas; My supervisor and my organization care about me; My organization uses my time and talents well; I am recognized for my work; I can get all of the resources I need to do my job; My organization removes things that get in the way of progress; and I know how well my organization is doing financially.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Coral Gables Senior High School**

### VISION

Knowing that all students can achieve, Coral Gables Senior High School and its support network will teach, inspire, motivate, and empower our students to become integral members and leaders of society.

### MISSION

Coral Gables Senior High School's mission is all about TIME: Teach, Inspire, Motivate, and Empower our students. By working together with our support network, we create a learning environment that nurtures success and that provides for the individual needs of our diverse student population. We believe in developing students' self-esteem and confidence through academic and extra-curricular achievements.

To accomplish our vision, the support network of Coral Gables Senior High School has developed a timely mission which is designed to Teach every student, Inspire and Motivate all students to excel, and Empower the student body with essential knowledge and skills to become high school graduates, integral members of society, and future leaders of our community.

## CORE VALUES

1. All students have the right to achieve; therefore, students will be actively engaged in opportunities for success.
2. Education is a critical part of the development of any learning society; therefore, through the development of critical thinking and communication skills, students will learn to make correct decisions.
3. Education opens the door of opportunity enabling students to become productive members of society; therefore, students need to be actively involved in problem solving work, which reflects higher order thinking skills.
4. Knowing that all students can learn will empower students to make educational decisions. Students need to be reassured of the quality of their work; thus, allowing for thoughtful reflections.
5. We believe in taking into consideration each child's special needs and cultural background, and in valuing these differences as a contributing and determining factor in his or her physical, emotional, and intellectual development.
6. Education, which is an endless process is individualized, recognized, and supported by instruction that addresses different learning styles and encourages students' cultural and linguistic differences.
7. We know that challenging any and all expectations with regards to student achievement will actively stimulate learning and increase the student's levels of performance.

# *School Demographics*

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Coral Gables Senior High School is located in Coral Gables, Florida, and is a part of the Miami-Dade County Public School system. The school is fifty-six years old, and its architectural design reflects the Spanish influence of open courtyards adorned with water fountains and the natural flora of the local environment.

## Student Population

The school has a multi-ethnic student population, which closely mirrors that of the learning community and Miami-Dade County at large. The student population numbers 3,525 students and the ethnic composition is as follows: 10% White, Non-Hispanic, 8% Black, 80% Hispanic, and 2.0% Asian/Indian/Multiracial. Within that population, 365 students are disabled, 1,375 are economically disadvantaged, and 536 are Limited English Proficient. At Coral Gables Senior High School, 38.1% of the students, or 1,375 students, are on free/reduced lunch.

## Academic Programs

In addition to the regular academic track, there are three other significant bodies of students. There is a total of 536 students for whom English is a second language. Of those students, 87 students are in ESOL 1, 117 students are in ESOL 2, 122 students are in ESOL 3, and 210 students are in ESOL 4. The Special Education Department meets the needs of 365 students. Of those students, 21 are Educable Mentally Handicapped, 15 are Physically Impaired, 1 student who is Language Impaired, 3 students who are Deaf or Hard of Hearing, 1 student who is Visually Impaired, 36 students who are Emotionally Handicapped, 272 students with Specific Learning Disabilities, 14 students who are Profoundly Mentally Handicapped, 1 student who is Hospital/Homebound, and 1 student who is classified as gifted. Coral Gables Senior High School is following the District mandate to provide inclusion opportunities as detailed in the following text: 90% of Special Education students, or 328 students, participate in one or more inclusion classes ranging from electives to core content area classes. Twenty-six classes utilize the regular classroom teacher and the Special Education Teacher for instructional application. A total of 163 academic classes offer inclusion opportunities for Special Education Students and 137 support facilitation settings are in place. Additionally, consultative services are provided to all Special Education students participating in the general education setting. The International Baccalaureate Diploma Program, the magnet curriculum offered at Coral Gables Senior High School, serves 484 students residing throughout the county. Of that number, 122 are freshman, 137 are sophomores, 103 are juniors, and 122 are seniors. As of the 2003-2004 school year, the International Baccalaureate Program became a full diploma program only.

## Student Retention and Discipline

Based on the most current statistics available, 299 students were placed on Outdoor suspensions, 638 students were placed in Indoor Suspension (SCSI), and 7 students were referred to the District's dropout prevention programs. The school's retention rate was 14.7% and the dropout rate was 3.9%.

## Physical Fitness

Results of the Physical Fitness FITNESSGRAM test indicate that 1,318 or 98% of students in Physical Education courses were tested and 1105 or 84% received the Gold or Silver Award.

## Student Attendance and Mobility Rate

The school's daily attendance rate was 93.13% with 137 students having no absences, 960 students having 0.5-5.0 absences, 978 students having 5.5-10.0 absences, 719 students having 10.5-15.0 absences, 365 students having 15.5-20.0 absences, and 621 students having 20.5-Over absences. The school's mobility rate was 25%.

## Employee Information

The school employs 1 Principal, 4 Assistant Principals, 136 regular Classroom Teachers, 18 Social Education teachers, 9 Guidance

Counselors, 2 Media Specialists, 14 Teacher Aides, 16 Clerical/Secretary persons, 20 Custodial/Service workers, and 4 Other employees for a total of 233 full time staff members and 47 part-time staff members. Of that number, 37% are male and 63% are female. The principal is White, Non-Hispanic, and 50% of the assistant principals are Black and the remaining 50% are Hispanic. Among the regular classroom teachers 41% were White, Non-Hispanic, 10% Black, Non-Hispanic, 48% Hispanic, and 1% Asian/American Indian. Of the Special Education teachers, 28% were White, Non-Hispanic, 17% Black Non-Hispanic, and 26% Hispanic. Within the Student Services department 67% were White, Non-Hispanic and 33% Hispanic. The instructional staff attendance rate was 94.8% and 14 teachers recorded zero absences, 48 teachers fell within the 0.5-5.0 days absent range, 58 percent were absent 5.5-10.0 days, 23 teachers were absent 10.5-15.0 days, 15 teachers were absent 15.5-20.0 days, and 13 teachers were absent 20.5-Over days. At Coral Gables Senior High School, 47% of teachers hold a Bachelor's degree, 39.% hold a Master's degree, 11% hold a Specialist degree, and 3% hold a Doctorate degree.

# *School Foundation*

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## ***Leadership:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the Leadership at Coral Gables Senior High School averages a 4.3 on a scale of 1 to 5 (1 being strongly disagree and 5 strongly agree). Specifically, the respondents averaged a score of 4.6 in section 1a., which states "I know my work location's mission." The weakest rating of 3.9 falls in the category of 1g., which states "My work location asks me what I think." Therefore, employees at Coral Gables Senior High School feel that the administration is frequent and/or constant with its direction, sharing of vision and mission of the school, creating a positive working environment and keeping employee's involved and abreast of the day to day operations of the school.

## ***District Strategic Planning Alignment:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the District Strategic Planning Alignment of District goals and objectives for the school and the involvement of its employees in the development of said goals averaged a score of 4.0 on a scale of 1 to 5 (1 strongly disagree and 5 strongly agree). The strongest rating of 4.1 in the category of 2b., which states "I know the parts of my work location's plans that will affect me and my work." The weakest rating of a 3.8 falls in the category of 2a., which states "As it plans for the future, my work location asks for my ideas." Therefore, employees at Coral Gables Senior High School feel ownership for the future planning of the building.

## ***Stakeholder Engagement:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that Stakeholder Engagement/Customer and Market Focus at Coral Gables Senior High School averaged a score of 4.3 on a scale of 1 to 5 (1 being strongly disagree and 5 being strongly agree). The strongest rating of 4.6 was recorded in category 3a., which states "I know who my most important customers are." The weakest score of 4.0 was recorded in category 3d., which states "I ask my customers if they are satisfied or dissatisfied with my work." Therefore, the employees of Coral Gables Senior High School believe that stakeholders have the autonomy to make decisions to improve their work and service our customers.

## ***Faculty & Staff:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that faculty and staff and/or human resource focus recorded an average score of 4.1 on a scale of 1 to 5 (1 strongly disagree and 5 always agree). The strongest rating of 4.1 was recognized in the following areas: 5b., which states "The people I work with cooperate and work as a team; 5e., which states "I have a safe workplace"; and 5a., which states "I can make changes that will improve my work." The weakest rating of 3.9 falls in the category of 5d., which reads "I am recognized for my work." Based on those results, the employees at Coral Gables Senior High School enjoy a caring and safe working environment and work collaboratively to promote school goals and vision.

## ***Data/Information/Knowledge Management:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that Data/Information/Knowledge Management recorded an average score of 4.3 on a scale of 1 to 5 (1 being strongly

disagree and 5 strongly agree). The strongest rating of 4.5 was recognized in category 4s., which reads "i know how to measure the quality of my work. The weakest rating of 4.1 was shared by category 4f., which states "I get the information I need to know about how my work location is doing" and category 48., which states I get all of the important information I need to do my work." Employees at Coral Gables Senior High School feel they frequently have the ability to utilize data to monitor their progress and make necessary changes to better our school functions.

### ***Education Design:***

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the Educational Design and/or Process Management at Coral Gables Senior High School recorded an average of 3.9 on a scale of 1 to 5 (1 being strongly disagree and 5 strongly agree). The strongest rating of 4.1 was recorded in category 6d., which states "I have control over my work processes." The weakest score of 3.7 was recorded in category 6a., which states "I can get all of the resources I need to do my job." While satisfied with the work process, this survey reflects an area of concern regarding the availability of resources.

### ***Performance Results:***

Results from the Organizational Performance Self-Assessment Survey indicate that the Business and/or Performance Results at Coral Gables Senior High School recorded an average 4.0 on a scale of 1 to 5 (1 strongly disagree and 5 strongly agree). The strongest rating of 4.4 was recorded in category 7i., which states "I am satisfied with my job." The weakest rating was recorded in category 7c., which states "I know how well my work location is doing financially." Employees at Coral Gables Senior High School frequently feel they are satisfied with their work site, have high standards and ethics, and that their work site shows concern for the success of the school and the extended community; however, the results also indicate the need to share more information relative to the school's financial status.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 1 STATEMENT:**

Students in grades nine and ten will improve their reading performance.

### **Needs Assessment**

An assessment of data from the 2006 FCAT Reading administration reveals that within the current tenth grade class, 50% of students were proficient in Words/Phrases, 55% were proficient in Main Idea/Purpose, 60% were proficient in Comparisons, and 64% were proficient in Reference/Research. An analysis of data for the incoming ninth grade class reveals that 50% of students were proficient in Words/Phrases, 53% were proficient in Main Idea/Purpose, 63% were proficient in Comparisons, and 44% were proficient in Reference/Research. As such, within the tenth grade class, students performed best in Reference/Research, followed by Comparisons, then Main Idea Purpose, and finally, Words/Phrases. Among the incoming ninth grade class, students performed best in Comparisons, followed by Main Idea/Purpose, then Words/Phrases, and finally Reference/Research. Currently, in the ninth grade there are 312 FCAT Achievement Level 1 students, and 234 FCAT Achievement Level 2 students, for a total of 546 deficient students out of 933 students. The current tenth grade class houses 346 FCAT Achievement Level 1 students and 262 FCAT Achievement Level 2 students for a total of 608 deficient students out of 1,055 students. These results also indicate that these students need to receive additional remedial instruction and support services to meet the graduation requirement. More specifically, the following subgroups as detailed in the No Child Left Behind Act did not meet Adequate Yearly Progress: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students With Disabilities. In order to address the needs of these students and to meet the District mandate relative to remedial instruction, there are 6 sections of annual intensive remedial reading for ninth graders and 8 sections of annual intensive reading for tenth graders. Ninth grade FCAT Level 2 students have been scheduled into

4 homogeneous English classes to further support remediation efforts. Additionally, 6 Phonics classes have been created to target those ninth and tenth grade students who have difficulty decoding. Eight sections of remedial reading have been scheduled to assist the 413 eleventh grade students who have yet to pass the FCAT Reading Test and 6 sections of remedial reading have been scheduled to assist the 136 twelfth graders who have yet to pass the FCAT Reading Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by an increase of thirty-one percentage points to meet the No Child Left Behind requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

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Given instruction using the Sunshine State Standards, Limited English Proficient students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-three percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by an increase of forty-two percentage points to meet the No Child Left Behind Act requirement of 51% of students scoring at state mastery levels.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Coordinate with the Coral Gables Adult School Assistant Principal, the scheduling and placement of students into adult school classes targeting intensive remedial reading.	Principal, Adult School Principal, Assistant Principal of Curriculum, Student Services Chair, Adult School Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of Language Plus program into Intensive Reading Plus classes to support instruction.	Principal, Assistant Principal of Curriculum, Reading Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of TeenBiz 3000 in all ESOL classes to further support reading instruction.	Principal, Assistant Principal of Curriculum, ESOL Department Chair, ESOL Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	08/08/05	05/30/07	District Strategic Plan	\$0.00
Implement the use of Scholastic Read 180 in	Principal, Assistant Principal of	08/14/06	05/30/07	District Strategic	\$0.00

Special Education reading classes and inclusion reading classes to further support instruction and remediation.	Curriculum, Special Education Program Specialist, Special Education Department Chair, Reading Department Chair, and Reading Teachers			Plan	
Require Reading Coaches to schedule regular classroom visitations to all reading classes to model lessons and strategies and provide further support and direction for reading teachers.	Principal, Assistant Principal of Curriculum, Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of Instructional Pacing Guides and subsequent interim assessments to support instruction and document student progress in all reading and language arts classes.	Principal, Assistant Principal of Curriculum, Reading Coaches, Language Arts Department Chairs, Language Arts Teachers, Reading Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify all ninth and tenth grade students scoring at FCAT Achievement Levels 1 and 2 and schedule those students into annual intensive reading classes.	Principal, Assistant Principal of Curriculum, Reading Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of an Instructional Focus Calendar for all Language Arts teachers to follow.	Principal, Assistant Principal of Curriculum, Reading Coaches, Reading Teachers, Language Arts Department Chair, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a holistic approach of integrating the District Comprehensive Research-Based Reading Plan into the existing curriculum.	Principal, Assistant Principal of Curriculum, Reading Department Chair, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide to identified students, High School Gifted services as required by the District Consultation Model.	Principal, Assistant Principal of Curriculum, Gifted Coordinator, Selected Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide Home-Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide extended learning opportunities through Saturday School and after school tutoring by both teachers and peers.	Principal, Assistant Principal of Curriculum, selected Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$5740.00
Require all departments to follow 3 department-specific strategies, inclusive of measurable data, to support the school-wide goal of improving student reading	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

performance.	
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## **Research-Based Programs**

Language Arts and Reading teachers will utilize Read 180, SRA Corrective Reading, Prentice Hall Literature Survey textbooks, Timeless Voices, Timeless Themes, Language Plus, Teen Biz 3000, The Source Book, and Aim Higher FCAT Prep are used for classroom instruction and the enhancement of student learning gains. CRISS strategies will be utilized as a supplemental strategy to advance learning gains.

## **Professional Development**

Creating Independence Through Student-Owned Strategies (CRISS) training will be provided for new teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Review training sessions for CRISS will also be provided. Language Arts and ESOL teachers will be afforded the opportunity to receive training in the use of the following tutorial programs: Language Plus, Teen Biz 3000, Read 180, and SRA Corrective Reading. Additional training, for beginning teachers and those yet to be trained, will be offered in the use of SnapShot as a tool to further analyze student data and subsequent learning gains. Continued sharing of “Best Practices” will take place through department meetings and selected instructional personnel will attend District workshops targeting FCAT Reading Strategies and the further enhancement of reading skills. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to beginning teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all disciplines and the assessment skills according to the FCAT reading rubric.

## **Evaluation**

This objective will be evaluated by scores of ninth and tenth grade students on the 2007 FCAT Reading Test as compared to the scores of ninth and tenth grade students on the 2006 FCAT Reading Test. District Interim Reading assessments will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. The Gates-MacGinitie Reading Inventory and MAZE evaluation tools will also be used as diagnostic and progress monitoring tools. Should further diagnosis and placement be needed, the Diagnostic Assessment of Reading will be used.

## GOAL 2: MATHEMATICS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 2 STATEMENT:**

Students in grades nine and ten will improve and/or maintain their mathematics performance.

### ***Needs Assessment***

An assessment of FCAT data from the 2006 test administration reveals that students in grade nine performed strongest in the areas of algebraic thinking, data analysis, and number sense. Students in grade ten performed strongest in the areas of number sense and data analysis. Further assessment from the 2006 FCAT Mathematics administration indicates that 50% of tenth graders were proficient in Number Sense, 43% were proficient in Measurement, 36% were proficient in Geometry, 50% were proficient in Algebraic Thinking, and 63% were proficient in Data Analysis. Additionally, 50% of incoming freshmen were proficient in Number Sense, 33% were proficient in Measurement, 33% were proficient in Geometry, 50% were proficient in Algebraic Thinking, and 58% were proficient in Data Analysis. Further analysis indicates that students scored lowest in Geometry and scored highest in the area of Number Sense and/or Data Analysis. Currently, in the ninth grade there are 281 FCAT Achievement Level 1 students and 179 FCAT Achievement Level 2 students for a total of 460 deficient students out of 933 students. The current tenth grade class houses 202 FCAT Achievement Level 1 students and 244 FCAT Achievement Level 2 students for a total of 446 deficient students out of 1,055 students. More specifically, the following subgroups as detailed in the No Child Left Behind Act did not meet adequate yearly progress: Black, Limited English Proficiency, Students With Disabilities and Economically Disadvantaged students. These results also indicate that these students need to receive additional remedial instruction and support services to meet the graduation requirement. In order to address the needs of these students and to meet the District mandate relative to remedial instruction, there are 9 sections of annual intensive remedial math for ninth graders and 8 sections of annual

intensive reading for tenth graders. Additionally, 90 seniors have been scheduled into 5 sections of intensive mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will maintain or improve their mathematic scores as evidenced by a three percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their mathematics scores as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind requirement of 26% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their mathematics scores as evidenced by an increase of ten percentage points to meet the No Child Left Behind requirement of 56% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades nine and ten will improve their mathematic scores as evidenced by an increase of nineteen percentage points to meet the No Child Left Behind requirement of 56% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirty-seven percentage points to meet the No Child Left Behind requirement of 26% of students scoring at state mastery levels.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of an Instructional Focus Calendar for all Mathematics teachers that will include scheduled district assessments that target FCAT benchmarks.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide Home Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Program Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Include weekly FCAT benchmarking activities to assess student progress.	Principal, Assistant Principal, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize practice AP and IB tests for students in advanced Mathematics in preparation for	Principal, Assistant Principal of Curriculum, AP and IB	08/14/06	05/30/07	District Strategic Plan	\$0.00

May examinations.	Coordinators, selected Mathematics Teachers				
Require all departments to create and follow 3 department-specific strategies, inclusive of measurable data, to support the school wide goal of improving mathematics scores.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify all ninth and tenth grade students scoring at FCAT Achievemen Levels 1 and schedule those students into annual intensive mathematics classes.	Principal, Assistant Principal of Curriculum, Math Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of Instructional Pacing Guides and subsequent interim assessments to support instruction and document student progress in all mathematics classes.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Coordinate with Coral Gables Adult School, the scheduling and placement of students into adult school classes targeteing intensive remedial mathematics.	Principal, Adult School Principal, Assistant Principal of Curriculum, Student Services Chair, Adult School Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide structured and consistent learning opportunities through Saturday School and after school tutoring with both teachers and peers.	Principal, Assistant Principal of Curriculum, selected Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$5740.00
Continue to identify students who demonstrate the potential for success in the IB Higher Level Mathematics and schedule accordingly.	Principal, IB Coordinator, Selected Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the Learning Express tutorial as an interactive tutorial/diagnostic program that simulates FCAT questions and answers for all ninth and tenth grade students, and those eleventh and twelfth grade retake students.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Focus on the two weakest strands, as identified by the Student Performance Indicators, and provide concentrated instruction for all ninth and tenth grade students and eleventh and twelfth grade retake students.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	05/14/06	05/30/07	District Strategic Plan	\$0.00
Provide to identified students, High School Gifted services as required by the District	Principal, Assistant Principal of Curriculum, Gifted Coordinator,	08/14/06	05/30/07	District Strategic Plan	\$0.00

Consultation Model.	selected Instructional Personnel	
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## **Research-Based Programs**

Glencoe Algebra I and II and Geometry textbooks. The Geometer's Sketch Pad will also be utilized as a supplemental tool to enhance learning gains. The following resources are also available: Glencoe ExamView Pro Preparing for FCAT, Glencoe Testcheck and Worksheet Builder, Glencoe Multimedia Applications, and Glencoe ProTest Maker.

## **Professional Development**

Continued sharing of "Best Practices" will take place through department meetings and selected Mathematics teachers will attend District workshops targeting FCAT Mathematics Strategies and the further enhancement of mathematics skills. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to new teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of mathematics skills in all disciplines and the assessment skills according to the FCAT mathematics rubric.

## **Evaluation**

This objective will be evaluated by scores of ninth and tenth grade students on the 2007 FCAT Mathematics Test as compared to the scores of ninth and tenth grade students on the 2006 FCAT Mathematics Test. District interim mathematics assessments will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. Intensive mathematics teachers will utilize and administer additional screening and diagnostic tests for Level 1 and Level 2 students as needed.

## GOAL 3: WRITING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 3 STATEMENT:**

Students in grade ten will increase their writing scores.

### ***Needs Assessment***

Based on an analysis of the 2006 FCAT Writing School Demographics Report and the Federal guidelines relative to the No Child Left Behind Act and Adequate Yearly Progress, it has been determined that the total test group of tenth grade students and each subgroup delineated in the No Child Left Behind Act must raise the percentage of students scoring at or above a 3.5 by one percentage point. Specifically, the total test population had 85% of students scoring at or above 3.5 on the 2006 FCAT WritingPlus Test; as such, 86% of the total test population must score at or above 3.5 on the 2007 FCAT Writing Plus Test. The White subgroup had 92% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 93% of students within the White subgroup must score 3.5 or above on the 2007 FCAT Writing Plus Test. The African American subgroup had 76% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 77% of students within the African American subgroup must score 3.5 or above on the 2007 FCAT Writing Plus Test. The Hispanic subgroup had 85% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 86% of students within the Hispanic subgroup must score 3.5 or above on the 2007 FCAT Writing Plus Test. The Economically Disadvantaged subgroup had 78% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 79% of students within the Economically Disadvantaged subgroup must score 3.5 or above on the 2007 FCAT Writing Test. The Limited English Proficiency subgroup had 69% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 70% of students within the Limited English Proficiency subgroup must score 3.5 or above on the 2007 FCAT Writing Plus Test. The Students with Disabilities subgroup had 48% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as

such, 49% of students within the Students With Disabilities subgroup must score 3.5 or above on the 2007 FCAT Writing Plus Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

## Measurable Objective

Given instruction using the Sunshine State Standards, the total testing population of students in grade ten will improve their writing scores as evidenced by a one percentage point increase in the number of students scoring at or above 4.0 on the 2007 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide writing initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide Home-Language Assistance (HLAP) services to Level 1 - Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Enroll selected freshmen in advanced academics in a Research Skills Inquiry class designed to teach research and writing skills necessary for success in AP/IB upper level courses.	Principal, Assistant Principal of Curriculum, IB Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the Gables Writes on Fridays initiative where teachers in all classes encourage various types of writing throughout the day.	Principal, Assistant Principal of Curriculum, Reading Coaches, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Schedule ninth grade FCAT Achievement Level 1 and 2 students into the Freshman Forum class which will emphasize writing instruction.	Principapl, Assistant Principal of Curriculum, Student Services Department Chair, Freshman Forum Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Require all departments to create and follow 3 department-specific strategies, inclusive of measurable data, to support the school-wide goal of improving student writing performance.	Principapl, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Introduce the use of Instructional Pacing Guides and subsequent interim assessments to support writing instruction and document student progress.	Principal, Assistant Principal of Curriculum, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase and employ the use of Turnitin.com as an anti-plagiarism tool.	Principal, Assistant Principal of Curriculum, Technology Coordinator, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$100.00

Employ the use of the Criterion Writing Program by all Language Arts teachers.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair and Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$7900.00
Implement the use of an Instructional Focus Calendar for all faculty that will include scheduled district assessments that target FCAT Writing benchmarks.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administor a pre and post writing test in all language arts classes to assess learning gains.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/16/06	05/30/07	District Strategic Plan	\$0.00
Incorporate the use of dictionaries and thesauruses in all language arts and Reading classrooms.	Principal, Assistant Principal of Curriculum, Language Arts Department Chairs, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Research the feasibility of offering the Pre-IB Research Inquiry Skills class through Coral Gables Adult School to further the writing skills of students enrolled in advanced academics.	Principal, Adult School Principal, Assistant Principal of Curriculum, AP Coordinator, IB Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide instruction in all Language Arts classes targeting expository and persuasive writing as delineated on the FCAT Writing Plus Test.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide to identified students, High School Gifted services as required by the District Consultation Model.	Principal, Assistant Principal of Curriculum, Gifted Coordinator, selected Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Glencoe Writer's Choice textbooks and Writer's Choice student workbooks are utilized to target modes of writing, pre-writing skills. The Criterion Writing program will be used as a supplemental tool to further enhance student learning gains.

## **Professional Development**

Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all disciplines and the assessment skills according to the FCAT Writing Plus rubric. Teachers across the curriculum will participate in workshops focusing on FCAT writing standards and strategies. Teachers will also receive training in Criterion Writing, Write Traits, and Turnitin.com.

## **Evaluation**

This objective will be evaluated by the scores of tenth grade students on the 2007 FCAT Writing Plus Test as compared to the scores of tenth grade students on the 2006 FCAT Writing Plus Test. Site developed pre and post writing tests will be administered, through the Language Arts classes, each quarter to provide formative assessment to monitor student progress and provide program evaluation.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 4 STATEMENT:**

Students in eleventh grade will increase their performance on the Science FCAT.

### ***Needs Assessment***

Results from the 2006 FCAT Science Test indicate that students performed as follows within the tested strands (in order of most proficient to least proficient): 58% of eleventh grade students were proficient in the area of Scientific Thinking, 47% of eleventh grade students were proficient in the areas of Life/Environmental Science, 46% of eleventh grade students were proficient in the areas of Physical/Chemical Science, and 45% of eleventh grade students were proficient in the Earth/Space category. Specifically, student performance was reflected in the following data: 35% of eleventh grade students performed at FCAT Achievement 1; 34% of eleventh grade students performed at FCAT Achievement Level 2; 27% of eleventh grade students scored at FCAT Achievement Level 3; 4% of eleventh grade students scored at FCAT Achievement Level 4; and 0% of eleventh grade students scored at FCAT Achievement Level 5. In conclusion, 31% of the target population scored at FCAT Achievement Level 3 or above.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 57.17% of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by an increase of twenty-six percentage points to meet the District score card requirement of 57.17% of eleventh grade students scoring at state mastery levels on the 2007 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Home-Language Assistance (HLAP) services to Level 1 - Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Evaluate laboratory experiments through the use of FCAT-style questions and writing prompts.	Principal, Assistant Principal of Curriculum, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Require students in advanced science classes to maintain a journal wherein they respond to higher order thinking prompts.	Principal, Assistant Principal of Curriculum, selected Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Explore the feasibility of offering a comprehensive science course, through Coral Gables Adult School, to assist in the acquisition of science skills.	Principal, Principal of Adult School, Assistant Principal of Curriculum, Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of an Instructional Focus Calendar for all Science teachers that will include scheduled quarterly assessments that target FCAT benchmarks.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Assess eleventh grade students with a research-based school site pre-test to demonstrate knowledge base and a post test to determine measurable gains.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of Instructional Pacing Guides and subsequent interim assessments to support instruction and document progress in all science classes.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

Include weekly FCAT benchmark activities in all science classes to be reflected in teacher lesson plans.	Principal, Assistant Principal of Curriculum, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Prentice Hall, Holt, Rinehart, and Winston science textbooks.

## **Professional Development**

Creating Independence Through Student-Owned Strategies (CRISS) training will be provided for beginning teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Review training sessions for CRISS will be provided. Continued sharing of "Best Practices" will take place through department meetings and selected Science teachers will attend District workshops targeting FCAT Science Strategies and the further enhancement of science skills. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to new teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of science skills in all disciplines and the assessment skills according to the FCAT Science rubric.

## **Evaluation**

This objective will be evaluated by a comparison of student performance on the 2007 FCAT Science Test and the results of the 2006 FCAT Science Test. Research-based developed pre and post test will be administered each marking period to monitor student progress and provide for program evaluation.

## GOAL 5: PARENTAL INVOLVEMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Coral Gables Senior High School will increase parental involvement.

### ***Needs Assessment***

At Coral Gables Senior High School, parental involvement varies depending on the focus of the activity. However, PTSA meetings continue to register parents for approximately 1% of the total student population. There is an evident need to create a plan of action to increase parental involvement in academic areas.

## Measurable Objective

Given the documented importance of the relationship between parental involvement and academic success, Coral Gables High School will increase the documented parent involvement by three percentage points in 2006-2007 when compared to the documented parent involvement total from the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold PTSA membership drives and provide incentives to increase membership.	Principal, Assistant Principal of Curriculum, PTSA President	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the district email system to further support parent/teacher/school communication.	Principal, Technology Coordinator, all School Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Include in parent meetings, information relative to Adult School course offerings and other pertinent information.	Principal, Principal of Adult School, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the school website, the Parent Internet Viewer, printed publications, and the electronic marquee to disseminate information to parents.	Principal, Assistant Principals, Webmaster	08/14/06	05/30/07	District Strategic Plan	\$0.00
Coordinate parent workshops for FCAT Level 1 and FCAT Level 2 parents to target the correlation between parental involvement and academic success.	Principal, Assistant Principals, Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the District ConnectEd automated phone system to disseminate important information to parents at least two times a month.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor, replenish, and update the Parent Resource Centers located in the Main Office and the Attendance Office.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

## **Professional Development**

Not Applicable

### **Evaluation**

This objective will be evaluated by a comparison of the documented parental involvement data in 2006-2007 as compared to that data from 2005-2006.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 6 STATEMENT:***

Coral Gables Senior High School will decrease the percentage of students placed on Group IV, Outdoor Suspensions.

### ***Needs Assessment***

Based on the information gleaned from the Florida School Indicators Report, the Outdoor Suspension Rate for the school was 12.07%. Given the fact that student attendance is directly related to achievement and learning gains, alternative disciplinary plans will be implemented to reduce that rate during the 2006-2007 school year.

## Measurable Objective

Given an emphasis on the importance of a safe and orderly learning environment, the school's Outdoor Suspension Rate of 12.07 will decrease by a minimum of one percentage point to 11.07 or below when the Outdoor Suspension Rate from the 2006-2007 school year are compared with the Outdoor Suspension Rate from the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instill in students leadership skills, pride in their school, and civic responsibility through participation in the school beautification project.	Principal, Assistant Principals, Activities Director, Club Sponsors, Athletic Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide additional security to monitor student activity during adult school hours.	Principal, Adult School Principal, Adult School Liason	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the Uniform Policy as adopted by the EESAC and majority vote of parents.	Principal, Assistant Principal in Charge of Attendance	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide information regarding student discipline to parents through print material, the school website, and the Parent Resource Centers.	Principal, Assistant Principals,	08/14/06	08/30/07	District Strategic Plan	\$0.00
Continue the enforcement of the Miami-Dade County Public Schools' Code of Student Conduct.	Principal, Assistant Principals, Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the discipline progression plan (detention hall, Saturday School, SCSJ), by grade level administrators as interventions prior to outdoor suspensions.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of attendance and/or behavior contracts to provide corrective action.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct grade level meetings with grade level administrators and students to review the Code of Student Conduct and to address discipline concerns.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Not Applicable

## **Professional Development**

Not Applicable

## **Evaluation**

This goal will be evaluated when the Outdoor Suspension Rate from the 2006-2007 school year is compared with the Outdoor Suspension Rate of the 2005-2006 school year. Additionally, Student Case Management Referral Forms, attendance/behavior contracts, and the School Incident report will provide formative assessment and program direction.

## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 7 STATEMENT:***

Given the federal, state, and district initiatives to incorporate technology into the classroom, Coral Gables Senior High School will provide training opportunities for teachers to gain proficiency in using technology in the classroom.

### ***Needs Assessment***

After reviewing results of the STaR School Profile, data indicates that Coral Gables Senior High School falls within the advanced range in the following categories: Technology Planning, Technology Administration and Support, Learners and Learning, Accountability, and Community Outreach. Additionally, results indicate that Coral Gables Senior High School falls into the advanced categories of Teacher Use of Technology, School Administrators, and Professional Development. However, the school falls within the intermediate range of Teacher Access to Technology. As such, the school is in need of additional professional development activities for instructional personnel. Currently, 45 teachers have been trained in the use of multimedia and computer-driven programs designed to bring technology into the classroom and to enhance learning gains. Given an instructional faculty numbering 163, the need to increase the number of faculty members proficient in this type of technology is evident. As such, an additional 15 teachers will receive Enhancing Education Through Technology training during the 2006-2007 school year.

## Measurable Objective

Based on the District mandate to fully incorporate technology into the classroom, Coral Gables Senior High School will continue the District's Enhancing Education Through Technology (EETT) Initiative by providing training for 15 additional teachers. This workshop will raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 45 to 60.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of computers available for both instructional and student use.	Principal, Technology Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase professional development in base, advanced, multimedia, and online instructional tools.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create a standards-based lesson plan bank for the inclusion of technology in the classroom to be available for the instructional faculty.	Principal, Assistant Principal of Curriculum, Workshop Participants	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create a resource center with journals, software, multi-media equipment, and other resource materials to support the infusion of technology in the classroom.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a school wide email memorandum system to eliminate paper waste and to facilitate the communication process.	Principal, Assistant Principals, all School Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of a technology- based project for all students enrolled in the Coral Gables Adult program.	Principal, Principal of Adult School, Assistant Principal of Curriculum, Adult School Instructional Personnel	8/14/06	5/30/07	District Strategic Plan	\$0.00
Select teachers from across the curriculum (on a first come, first serve basis), to partipate in the five day Enhancing Education Through Technology workshop.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/14/06	05/30/07	District Strategic Plan	\$7500.00
Review teacher lesson plans to reflect one technology-based assignment each marking period.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the sharing of strategies and best practices in using technology for instruction via department and early release activities.	Principal, Assistant Principal of Curriculum, Department Chairs, Workshop Participants	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize current software, hardware, and other online learning tools to support student	Principal, Assistant Principals, Technology Coordinator, all	08/14/06	05/30/07	District Strategic Plan	\$0.00

learning gains.	Instructional Personnel				
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use the District electronic gradebook to facilitate record keeping, improve communication with parents, and report grades to ITS.	Principal, Technology Coordinator, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Selected teachers from across the curriculum will be invited to participate in the Enhancint Education Through Technology cohort emphasizing the use of technology in improving teaching and learning. Instruction will focus on research-based methods, best practices, and technology infusion strategies to improve student achievement.

## Evaluation

This objective will be evaluated by the number of teachers successfully completing this workshop. Additonal evaluation will be documented through the inclusion and implementation of technology productivity, communication, research, and problem-solving and decision-making tools in teacher lesson plans.

## GOAL 8: HEALTH & PHYSICAL FITNESS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 8 STATEMENT:**

Students in Physical Education classes will increase their overall level of physical fitness.

**Needs Assessment**

Based on the most current data available, 97% of students, or 1054 students, in Physical Education classes participated in the FITNESSGRAM program. Further analysis indicates that of those numbers, 66%, or 697 students earned either the Gold or Silver FITNESSGRAM award.

## Measurable Objective

Given the District initiative targeting the physical well-being of our students and participation in Physical Education courses, the percentage of students receiving the FITNESSGRAM award will increase by three percentage points when comparing the results of the 2006-2007 Physical Fitness test results with data from the 2005-2006 school year; therefore, 69% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the use of an Instructional Focus Calendar for all Physical Education teachers that will include scheduled assessments and ensure alignment with the District scope and sequence.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create lesson plans that will document time devoted to cardiovascular, flexibility, and muscular strength and endurance improvement.	Principal, Assistant Principal of Curriculum, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create and distribute a newsletter for students and parents devoted to the promotion of healthy lifestyles.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the Carol M. White Physical Education Program Grant equipment to enhance physical fitness levels.	Assistant Principal of Curriculum, Physical Education Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of Instructional Pacing Guides and subsequent interim assessments to support instruction and document progress in all physical education classees.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer a site-developed pre and post fitness test to determine baseline measures and program direction.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to offer Physical Education classes through the Adult School program to assist students in maintaining physical fitness and in meeting graduation requirements.	Principal, Adult School Principal, Assistant Principal of Curriculum, Adult School Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Not Applicable

## **Professional Development**

Selected Physical Education teachers will participate in District-mandated workshops designed to train teachers in the use of the technology components and other assessment tools designed to assist teachers in the FITNESSGRAM assessment process.

## **Evaluation**

This objective will be evaluated by a comparison of the results of the FITNESSGRAM tests from the 2006-2007 school year and the results of the 2005-2006 school year. Additionally, site developed pre and post fitness tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

## GOAL 9: ELECTIVES & SPECIAL AREAS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 9 STATEMENT:**

Coral Gables Senior High School will increase student cultural literacy.

**Needs Assessment**

## Measurable Objective

Given the District focus on an awareness of and participation in performing and visual arts, Coral Gables Senior High School will increase student participation in school and community-sponsored events.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Designate a liason to attend monthly Cultural Arts meeting with the City of Coral Gables.	Principal, Cultural Arts Designee	08/14/06	08/30/07	District Strategic Plan	\$0.00
Encourage student participation in visual arts and performing arts competitions.	Principal, Assistant Principals, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create venues for students to showcase their talents - both school-site and community events.	Principal, Assistant Principals, Fine Arts Department Chair, Fine Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Invite guest artists and speakers/performers to expose students to the world of the arts.	Principal, Assistant Principals, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Require performing arts and visual arts teachers to organize a field trip to attend a cultural arts event.	Principal, Assistant Principal of Curriculum, Fine Arts Department Chair, Fine Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Visual and performing arts teachers will attend specific district trainings in their particular area of expertise. Also, the faculty and staff as a whole will be encouraged to share cultural experiences at professional meetings.

### Evaluation

This goal will be evaluated by the number by the documentation of baseline data detailing the number of cultural events attended by students and the number of cultural events staged school site.

## GOAL 10: RETURN ON INVESTMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 10 STATEMENT:***

Coral Gables Senior High School will demonstrate efforts to improve student performance in a fiscally efficient manner.

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Coral Gables Senior High School ranked at the 82 percentile on the State of Florida ROI index. This report also indicates that Coral Gables Senior High School is in the upper middle third of all high schools in the state in the ROI measure, the middle third of all high schools in the state on percent of students making learning gains, and the middle third of all high schools in the state on money spent per student in this school.

## Measurable Objective

Coral Gables Senior High School will improve its ranking on the State of Florida ROI index publication by one percentage point from the 82 percentile to the 83 percentaile.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principals, Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation.	Principal, Assistant Principals, Instructional personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Work collaboratively with Adult School personnel to effectively utilize the building's resources.	Principal, Adult School Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Reallocate school resources to better implement teaching, learning, and class-size mandates; i.e. , combine teacher aide positions into a teacher position.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$22380.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Assistant Principal of Curriculum, Department Chairs, Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify lowest quartile students, in reading and/or mathematics, early and provide additional assistance.	Principal, Assistant Principal of Curriculum, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

See core subject area goals/objectives.

## **Professional Development**

See core subject area goals/objectives.

## **Evaluation**

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 11 STATEMENT:***

Coral Gables Senior High School will show an increase of one percentage point in the graduation rate when data from the 2006-2007 school year is compared with the 2005-2006 school year.

### ***Needs Assessment***

Results from the Adequate Yearly Progress Report indicate that 66% of graduating seniors met the state graduation requirements. Within the subgroups outlined in the No Child Left Behind Act, results further indicate that 82% of the White subgroup met graduation requirements, 68% of the African American subgroup met graduation requirements, 65% of the Hispanic subgroup met graduation requirements, 61% of the Economically Disadvantaged subgroup met graduation requirements, 53% of Limited English Proficiency subgroup met graduation requirements, and 33% of the Students with Disabilities subgroup met graduation requirements.

## Measurable Objective

Given the Federal mandate as outlined in the No Child Left Behind Act, Coral Gables High School will show an increase in the graduation rate as evidenced by 67% of seniors meeting graduation requirements for the 2006-2007 school year which reflects a one percentage point increase from the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize a Senior Parent Night where the Student Services Department will disseminate information regarding graduation requirements.	Principal, Assistant Principal of Curriculum, Student Service Department Chair, Student Services Department	08/14/06	10/01/06	District Strategic Plan	\$0.00
Continue to follow District guidelines governing parent contact relative to academic performance, discipline issues, and attendance record by all instructional personnel.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the Student Services Department to monitor the grades of seniors and to meet with students and parents of those seniors in danger of not meeting the graduation requirements in a timely manner.	Principal, Assistant Principals, Student Services Department Chair, Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify students needing Adult School credit(s) for graduation and provide assistance to Adult School Student Services Department in the scheduling of said students.	Principal, Principal of Adult School, Student Services Department Chair, Student Services Department, Adult School Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Include on the school website material notifying parents and students of information relative to graduation and academic success.	Principal, Assistant Principals, Student Services Department Chair, School Webmaster	08/14/06	05/30/07	District Strategic Plan	\$0.00
Schedule meetings with counselors and students, via the English classes, twice each year to disseminate information regarding high school graduation requirements.	Principal, Assistant Principal of Curriculum, Student Services Department Chair, Student Services Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide information relative to student academic success and graduation	Principal, Assistant Principals, Student Service Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

requirements in both Parent Resource Centers.	
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### **Research-Based Programs**

Not Applicable

### **Professional Development**

Not Applicable

### **Evaluation**

Using the Adequate Yearly Progress Report, this objective will be evaluated by a comparison of the 2006 graduation rate with the 2007 graduation rate. Quarterly reviews of student grades will provide formative assessment and program direction.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The EESAC establishes a budget committee to review and prioritize requests and recommend expenditures of state funds, which are made available. The budget committee presents its recommendations and proposed budget to the EESAC for approval and/or changes. Once consensus is established, action is taken to fund the recommended expenditures.

### ***Training:***

The EESAC encourages teachers and staff to attend workshops and conferences. Early release days allow the faculty and staff time to grow professionally through in-service activities planned during the designated days. The EESAC has underwritten the costs to send teachers for training as well as funded on-line workshops.

### ***Instructional Materials:***

The EESAC has purchased various textbooks as well as textbooks and materials unique to the remedial reading program. The EESAC has also purchased software to enhance performance on standardized tests.

### ***Technology:***

The EESAC allocates Technology funds which are allocated for the maintenance of departmental copy machines used to enhance instruction. Additionally, software licenses have been purchased and are renewable annually to enhance Language Arts and Mathematics instruction.

### ***Staffing:***

The EESAC Curriculum Council subcommittee provides a forum for input regarding staffing procedures. The committee brings its recommendations to the council for discussion and possible action. The EESAC funded support staff to assist teachers with the electronic gradebook.

### ***Student Support Services:***

Counselors are available each morning at the counter to assist students with short answer needs or to make appointments to discuss more time consuming concerns. Counselors have increased visitations to classrooms and connections with students. The EESAC funded PSAT exam fees for ninth grade Pre-I.B and Pre-A.P. students.

***Other Matters of Resource Allocation:***

The EESAC committed funds to purchase requested equipment and supplies for various departments based on priority and availability of materials.

***Benchmarking:***

The EESAC, in conjunction with the educational community, and specifically the school's Department Chairpersons, discuss and review the School Improvement Plan at monthly meetings.

***School Safety & Discipline:***

The EESAC also has in place a committee which meets as needed to address safety, discipline, and attendance issues. They will make recommendations to improve the safety factors within and around the school and changes to improve attendance policies and procedures.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$5,740.00
Goal 2: Mathematics	\$5,740.00
Goal 3: Writing	\$8,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$7,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$22,380.00
Goal 11: Graduation (High Schools Only)	\$0.00
<hr/>	
<b>Total:</b>	<b>\$49,360.00</b>

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*