
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7271 - Miami Coral Park Senior High School

FeederPattern: Miami Coral Park Senior

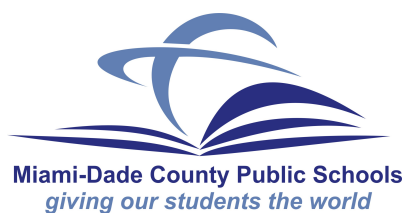
Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dr. Nick Jac Angelo

Adult/Vocational Principal: Robert Novak

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Coral Park Senior High School

The curriculum at Miami Coral Park Senior High School is designed to address the individual academic needs of our diverse student population. Of the 3760 students in attendance, 94% are identified as Hispanic, four % are White Non-Hispanic, one % are African-American, and two % are Asian, Indian and Multiethnic. The school's rate of student attendance improved to third in the county with the school finishing at 93.23%. The faculty and staff work collaboratively in order to closely monitor student attendance and solicit parental awareness.

The diversity of the curricula offerings at the school ranks Miami Coral Park Senior High School as second in the District among senior high schools. Approximately 140 different courses are offered to students across a spectrum that includes regular, honors, Advanced Placement, dual enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University. Additionally, Miami Coral Park Senior High is embracing the Secondary School Reform Initiative (SSRI) by creating five Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy.

The school offers a rich academic program for its Limited English Proficiency (LEP) population consisting of approximately 500 students. In order to provide for our LEP students, the curriculum includes a variety of Bilingual Curriculum Content (BCC) courses at the honors level. The Special Education (SPED) program includes 400 students identified as Emotionally Handicapped (EH), Learning Disabled (LD), Autistic, Physically Challenged, or Educable Mentally Handicapped (EMH). Miami Coral Park Senior High School is also a Severely Emotionally Disabled (SED) center with required support personnel. These students are supported by an art therapist, clinical social worker, behavioral management therapist, and staffing specialist--each of whom closely monitor the implementation of respective Individualized Education Plan (IEP). The 2006-2007 master schedule reflects a broad range of 75 co-teaching classes that provide greater academic challenges and opportunities to the school's SPED population.

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 56% of students scoring Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of FCAT Writing Test.

Given instruction based on the Sunshine State Standards (SSS), all students in grade 11 will increase by 25 percentage points their science skills on the 2007 administration of the FCAT Science test as compared to the 2006 administration of the FCAT Science test.

Given a school-wide emphasis on increasing PTSA membership, PTSA membership will increase by 25% as evidenced by comparing PTSA membership totals from the 2005-2006 school year, to the totals for 2006-2007.

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of .25 of a percentage point in the school's attendance rate during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, teachers will increase their use of class webpages as evidenced by an increase from 20% to 30% of teachers with classroom responsibilities developing introductory webpages for their class during the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 9 through 12 will improve their physical fitness level as evidenced by 63% of students receiving gold or silver card awards on the 2007 Fitnessgram.

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 95% of band students participating in band competition during the 2006-2007 school year.

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2005 to the 93rd percentile on the next publication of the index.

Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1% increase of its total population graduation rate during the 2006-2007 school year as compared to the 2005-2006 school year.

The faculty and staff at Miami Coral Park Senior High School recently completed the Organizational Performance Self Assessment Survey that was provided by the District. The survey is a comprehensive evaluative tool that targets areas of need in the organizational structure of the school as perceived by all members of the staff. The results of the survey indicate that two areas of primary concern to the staff are "I know how well my organization is doing financially" and "As it plans for the future, my organization asks for my ideas." In these two areas, the 2006 Organizational Performance Improvement Snapshot indicates an item score of 3.5 and 3.3, respectively.

These two areas of need are of particular importance in the coming years at Miami Coral Park Senior High School because of the enormous renovation project that is currently underway. The project is vast in both its cost and scope. The renovation project will affect many aspects of life at the school, both during construction and after completion. As such, there will be a number of changes in the way the school operates. To alleviate this feeling of alienation, Miami Coral Park Senior High School has adopted a policy of transparency with regards to budgetary issues and will provide information on the subject regularly during faculty meetings. The issue of soliciting input with regards to the future of the school is also being addressed by encouraging staff participation in surveys and meetings where ideas can be exchanged by the teachers on the "frontline." Their expertise will be noted and considered when plans for the school are discussed. This will serve to build unity and strengthen the bond to the school by granting stakeholders a voice in the academic direction and utilization of the physical resources.

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.

Miami Coral Park Senior High School

VISION

It is the vision of Miami Coral Park Senior High School to provide the highest quality education to all students by utilizing a collaborative partnership with all stakeholders.

MISSION

The principal will provide the instructional leadership such that the mission of Miami Coral Park Senior High School is to facilitate and provide a rigorous and safe learning environment that will enable all students to achieve their full potential and become responsible, competitive, productive citizens in a continually changing, technologically driven, interdependent global society.

CORE VALUES

1. All students can learn; student learning is the chief priority for the school.
2. Students need to not only demonstrate their understanding of essential knowledge and skills, but also to be actively involved solving problems and producing quality work.
3. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
4. A safe and physically comfortable environment promotes student learning.
5. Cultural diversity can increase students' understanding of different peoples and cultures.
6. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
7. Exceptional students (i.e. special education, limited English proficiency, talented and gifted) require special services and resources.
8. Students learn in different ways; therefore, curriculum and instructional practice should incorporate a variety of learning activities to accommodate differences in learning styles.
9. Students need to apply their learning in meaningful contexts.
10. Students learn best when they have appropriate opportunities for success.
11. Challenging expectations increase individual student performance.

School Demographics

Miami Coral Park Senior High School, located in the Southwest section of Miami-Dade County at 8865 Southwest 16 Street, is a comprehensive urban high school which maintains high academic standards and expectations for its staff and approximately its 3,760 students. The school is situated in the unincorporated area of Miami-Dade County known as Westchester, consisting of lower-middle to middle class communities. The surrounding area is primarily composed of single-family homes, but to the north of the school is Fontainebleau, a large community of apartments and town homes that generates a significant portion of the school population.

The student population is comprised of 94 % Hispanic, four % White, Non-Hispanic, one % Black, Non-Hispanic, and two % Asian, Indian and Multi-ethnic. 47% of the students receive free or reduced lunch. The mobility index is approximately 23. Coral Park also houses an SPED Program of about 770 (367 Gifted) students and a LEP Program with 520 students. According to the most recent data, the graduation rate at Miami Coral Park Senior High is approximately 63%. This is based on NCLB 9-12 grade data which does not adjust for student mobility.

The student population closely mirrors the demographics of the community. It includes a significant proportion of new arrivals to the United States who have limited proficiency in English, work lengthy hours, and whose parents' work responsibilities and language barriers limit their involvement with the overall school setting. Spanish is the primary language spoken in the majority of the households. The school draws most of its students from the Westchester, Sweetwater and Doral areas. The remaining students are transported to Miami Coral Park Senior High School from schools throughout the county to attend the Engineering Magnet program.

The area surrounding Coral Park is rife with businesses of all types. There are traditional family-owned small businesses located in strip shopping centers, as well as large corporately-owned retail outlets. Nearby, in the Beacon Center/Doral area, there is a booming business district that houses many medium and large local and international corporations. Upon graduation, students advance to colleges, universities, and technical/trade schools throughout the country. Students who do not enter post graduate education, enter the work force in various careers throughout the greater Miami Metropolitan area.

Miami Coral Park and the surrounding area have evolved since the building first opened in 1963. The area of Westchester has expanded beyond the school's capacity. Throughout the years, dozens of relocatable classrooms were added to keep up with the increased enrollment. In 1990, construction was completed on a new annex; a science wing and media center. In January of 2006, Miami Coral Park Senior High opened a new wing that houses 65 classrooms with a large performing arts area and several new labs, including photography and culinary arts. This annex has reduced the need of relocatable classrooms from 47 to 25.

During the current renovation project, many improvements and upgrades will be completed on the main building as well, including an asbestos abatement, new lighting and new floors. The renovation, while ultimately beneficial, will add a variety of inconveniences to the staff and student body until completion. The most significant problem is rotating classrooms while a cluster of rooms is being renovated, however, the relocatable classrooms are being utilized to alleviate extended disruption of the learning environment.

There are 288 full time staff employees at Miami Coral Park Senior High. The school employs six administrators including one principal and five assistant principals. Four of these administrators are Hispanic, one is White Non-Hispanic, and one is Black Non-Hispanic. There are 198 teachers and 13 student service staff members, and this year, Coral Park welcomed 27 new teachers to the staff. The school has a mandatory mentoring program for all new teachers. A new teacher is paired with a highly-qualified mentor teacher to serve as a guide regarding curriculum, instruction, school site policy, behavioral management and utilization of data-driven decision-making. 44% of the teaching/guidance staff have advanced academic degrees including 12% with doctorates

in field. The school is home to nine nationally certified educators, and several who are currently enrolled in the process. According to the most recent Attendance Boundary Committee Report, Coral Park is operating at a teacher-student ratio of 25.8 to 1.

The staff at Coral Park is active and involved in the direction of the school. Every month the Curriculum Council/ Leadership Team meets to discuss curriculum and instruction across all disciplines. The general faculty is kept informed through the regularly scheduled, bi-weekly faculty meetings. This exchange of information keeps the staff at Miami Coral Park aware of any changes in policy issues that affect them and the students they teach. The ethnic diversity breakdown of the instructional staff (teachers/counselors), includes 13% Black, Non Hispanic, 30% White, Non Hispanic, and 56% Hispanic. The school also employs 16 clerical/secretaries, 28 custodians, 15 service workers, and one zone mechanic.

Miami Coral Park Senior High makes every effort to provide a comprehensive high school experience. Currently, Coral Park offers 14 sports in which students can participate, totaling 25 boys and girls teams. The school also has a strong collection of extra-curricular clubs and organizations, with 48 clubs and 13 Honor Societies. Many of the clubs are locally and nationally recognized for their accomplishments and service. Among the most active clubs in the school are the Future Business Leaders of America (FBLA), the Future Educators of America (FEA), Key Club, DECA, FCCLA, Beta, JROTC, and Best Buddies, (which pairs low functioning Special Education students with another student to assist in socially integrating the SPED students into the school community.)

In addition to these activities, Coral Park has received and is currently participating in a variety of grants. Most notable is the Smaller Learning Communities (SLC) grant. This is a five year grant worth over \$162,000 per year. This grant is part of the district's Secondary School Reform Initiative (SSRI) which is designed to assist the school to redesign its curricular and operational structure. Coral Park also received a \$77,000 Physical Education for Progress (PEP) grant which will increase physical activity among high school students. Coral Park also received a \$30,000 All Students All Schools grant to increase the amount of Exceptional Education students being included in general education classes. This assistance by concerned partners provides the additional support that Miami Coral Park Senior High students and staff require to excel.

Miami Coral Park Senior High School still faces many challenges in the next few years. The new annex alleviates much of the overcrowding; however its opening ushered in the retro-fitting stage of the project. This project will correct deficiencies in design mandated by the Americans with Disabilities Education Act (ADA), and includes upgrades to classrooms, cafeteria, hallways, and media center lighting. Additionally, the media center will be receiving a new collection and a redesign of its present layout courtesy of the district. This phase will require sections of the main building to be closed and classes to relocate during the upgrade process.

There are significant challenges to operating a large facility while under construction and all stakeholders will be affected in some way by the expansion project. Fortunately, early indicators show that the school's population has begun to stabilize and possibly slightly decline after a long period of population growth. Beyond the physical difficulties in the successful operation of a large school through a major construction project, are the more important concerns regarding the quality of education and the surpassing of the No Child Left Behind indicators among a population where the majority does not call English its home language. However, in the face of such adversity, Coral Park maintains its priority to work with all children to help them achieve and succeed in their educational endeavors.

School Foundation

Leadership:

The 2006 Organizational Performance Improvement Snapshot Survey indicates that approximately 81% of the staff knows the work location's mission and what it is trying to accomplish.

District Strategic Planning Alignment:

The results of the 2006 Organizational Performance Improvement Snapshot indicate that 63% of the faculty agree or strongly agree Miami Coral Park Senior High School's alignment with the Miami-Dade County Public Schools District Strategic Plan.

Stakeholder Engagement:

The 2006 Organizational Performance Snapshot indicates that 83% of the stakeholders know who their most important customers are and 80% of the stakeholders keep in touch with their customers.

Faculty & Staff:

The 2006 Organizational Performance Snapshot indicates that 77% of the staff are satisfied with their job, 75% of the staff believes the administration cares about their professional development, and 60% feel they are provided the resources they need to successfully perform their job.

Data/Information/Knowledge Management:

The 2006 Organizational Performance Snapshot indicates that 89% of the staff knows how to measure the quality of their work, 74% get all the important information needed to do their work and 89% know how to analyze the quality of their work, and 85% use these analyses to make decisions about their work.

Education Design:

The 2006 Organizational Performance Survey indicates that 77% of the faculty agrees that the school has high standards and ethics. Additionally, 71% of the faculty agrees that we have good processes for doing our work, 82% feel that the supervisor uses the work location's values to guide the direction, and 80% agree that the supervisor shares information about how the school is doing.

Performance Results:

This is evident on the 2006 Organizational Performance Assessment Survey that 77% of the staff strongly agree that Miami Coral Senior High School has encouraged high standards and ethics for both students and staff. Also, 69% of the staff collects information about the quality of their work and 64% feel that they are recognized for their work.

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the State of Florida's Annual Report Card for 2006 indicates that 34% of students showed Level 3 proficiency on the 2006 FCAT Reading Test. Additionally, 54 % of the students showed learning gains on the test and 55% of the lowest 25% in the school exhibited adequate performance gains.

Further analysis reveals that 39% of all 9th grade students who were tested in the 2006 school year attained a basic level of proficiency, according to the State and the No Child Left Behind definition of basic proficiency. According to the data in the Adequate Yearly Progress Report, 34% of Hispanics students, 28% of Economically Disadvantaged students, and 11% of Limited English Proficient (LEP) students met state proficiency levels. Furthermore, a more in-depth analysis of the data indicate that 61% of students in grade 9, and 60% of students in grade 10 did not meet an adequate proficiency level.

Based on multiple data sources, our analysis indicates that the greatest weakness of the 9th grade students is two-pronged: (1) Words and Phrases (50%) and (2) Main Idea and Authors Purpose (55%). While the greatest strength of the 9th grade is similarly two-pronged, they are: (1) Applying Reference and Research Skills (64%) and (2) Comparison skills, including contrasting and cause and effect (60%).

In the 10th grade, the FCAT SSS Reading Results, provided by the District demonstrate a negligible difference

between strengths and weaknesses. The 10th grade students results indicate a greater aptitude for Reference/Research (63%) and Main Idea/Purpose (63%) over Comparisons (62%) and Words and Phrases (50%), which are clearly areas of weakness.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
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Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) students in grades 9 and 10 will improve their reading skills as evidenced by 51% of students scoring Level 3 or higher on the 2007 FCAT Reading Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Utilize the school's Student Information for Teachers Electronically (S.I.T.E.) to provide the faculty with the necessary disaggregated data to adjust instruction for all ninth and tenth grade students' individual needs. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide after school and Saturday tutorial programs for all students who are in need of remediation and/or who have not passed the FCAT. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Identify 9th and 10th grade students scoring Level 1 and 2 on the FCAT Reading Test and enroll them into Intensive Reading and Intensive Reading Plus classes to receive instruction using research based strategies such as CRISS. An increased emphasis will be placed on Words and Phrases and Comparison/Contrast for 9th grade students, and Reference/Research, Comparison/Contrast, and Main Idea for 10th | Principal, Assistant Principal, Reading Coach | 8/8/2005 | 5/30/2007 | Inclusion | \$0.00 |

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| grade students to assist with achieving mastery of these benchmarks. Students in grades 11 and 12 who have not passed the FCAT will be enrolled in Reading classes for remediation. | | | | | |
| Include SWD students in a co-teaching or consultative model in Language Arts classes. | Principal, Assistant Principal, ESE Department Chairperson, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Provide 30 minutes of daily supervised reading activities, with emphasis on the District's Comprehensive Research Based Reading Plan, for students in grades 9 through 12, to support improved reading skills. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks. | Principal, Assistant Principal, SLC Academy Leaders | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |
| Offer an LEP Academy which provides after school assistance in basic language skills and FCAT preparation. | Principal, Assistant Principal, LEP Academy Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$1000.00 |
| Incorporate the PDSA school-wide into the curriculum to promote student efficiency in reading for all students including all NCLB subgroups | Principal, Assistant Principal, Reading Coach | 8/14/06 | 05/30/07 | Continuous Improvement Model | \$0.00 |
| Create an instructional focus calendar (Curriculum Mapping) for targeted test taking students in grades 9 through 12 using 2006 FCAT disaggregated data in Reading, Intensive Reading and Language Arts classes. Focus calendars will include an increased emphasis on Words and Phrases, Main Idea and Author's Purpose, and Reference/Research, and are aligned with the District Pacing Guides. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer regular assessments using Edusoft in Intensive Reading and Reading classes to monitor students' individualized progress based on the disaggregated data. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Inform students of their individual strengths and weaknesses based on disaggregated data. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Incorporate computer assisted instruction such as: FCAT Explorer, Read 180 and/ or Reading Plus in Intensive Reading classes utilizing the disaggregated data to drive | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

| | | | | | |
|--|--------------------------------|----------|-----------|-----------------------------|--------|
| instruction to ensure student growth in reading. | | | | | |
| Offer the SWD in grades 9-12 Intensive Reading using Read 180 and Reading Plus | Principal, Assistant Principal | 8/8/2005 | 2/28/2006 | District-wide literacy plan | \$0.00 |

Research-Based Programs

Read 180

Holt Rinehart Winston Elements of Language

Holt Rinehart Winston Elements of Literature

Reading Plus

Houghton Mifflin Reading and Writings Sourcebook

Professional Development

Professional development on strategies such as the PDSA Continuous Improvement Model, data analysis and instruction, data-driven decision making (CRISS, reciprocal teaching, etc.), differentiated instruction, curriculum mapping, and effective planning for the two hour block will be provided on a monthly basis through departmental meetings, collaborative planning, District early release days, and faculty meetings. Beginning teacher meetings will be held on a monthly basis, along with meetings with mentors and peer assistance. The District and the Teacher Education Center will be utilized to assist with necessary training as needed.

Evaluation

1. The PDSA will be utilized to redirect students' individualized instruction based on the disaggregated data from regular assessments.
2. Based on the disaggregated data derived from assessments such as: 2006 FCAT, District Interim Assessments, Gates MacGinitie, MAZE, CELLA and Bi-weekly assessments, instruction will be redirected to adjust the student's individualized instructional needs.
3. Students will show an increased proficiency as measured by the results of assessments such as: FCAT Explorer, Read 180, CELLA (for LEP students), MAZE and regular assessments.
4. The 2007 FCAT Reading Assessment will be used as the final summative evaluation.

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the State of Florida's Annual Report Card for 2006 indicate that 64% of students showed Level 3 proficiency on the 2006 FCAT Mathematics Test. Additionally, 78% of the students showed learning gains on the test.

Further analysis of the data indicates 59% of all 9th grade students are performing at or above proficiency level in mathematics. On the FCAT Mathematics test in 2006, 70% of 10th grade students achieved a Level 3 or higher on the test. Data indicate 41% of all 9th grade students and 30% of all 10th grade students did not demonstrate proficiency on the FCAT Mathematics Test.

Additional review of the data shows that all No Child Left Behind subgroups are scoring above the Federal/ State mandate of 50% above grade level in Mathematics, except the Students With Disabilities where 22% score at grade level or above.

Upon analyzing the data provided by the state, Miami Coral Park Senior High's 9th grade students were most successful with (1) Algebraic Thinking (50%) and (2) Number Sense (50%) and (3) Data Analysis (50%). The most consistent problems for our students were (1) Measurement (43%) and (2) Geometry (36%).

In the 10th grade, the data trend showed (1) Geometry (50%) and (2) Data Analysis (45%) as strengths, while (1) Number Sense (55%)(2) Algebraic Thinking (43%) and (3) Measurement (40%) displayed the greatest need. Number Sense is listed as a need for two major reasons, in spite of its high percentage. Number Sense had a dramatic nine point drop-off in 2006 and is widely regarded as a keystone for success in mathematics. By comparing the data, Measurement is a consistent problem for 9th and 10th grade students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 56% of students scoring Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|------------|------------|---------------------------------|--------|
| | | START | END | | |
| Monitor student progress of skills taught based on the results of the disaggregated data to ensure continuous progress in mathematics. Share results across the mathematics department to re-teach and adjust instruction based on students' individual needs. | Principal, Assistant Principal, Mathematics Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide after school tutorial and Saturday tutorial programs for SWD who are in need of remediation or who have not passed the FCAT, focusing on the Sunshine State Standards and students individual needs based on the disaggregated data to monitor student progress in mathematics. Utilize Riverdeep and FCAT Explorer to assist with instruction. | Principal, Assistant Principal, | 08/14/2006 | 05/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize instructional focus calendars and curriculum mapping to direct instruction in the Intensive Mathematics and Exploration of Mathematics classes. | Assistant Principal, Mathematics Department Chairperson | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Include SWD students in a co-teaching or consultative model in mathematics. | Assistant Principal, ESE Department Chairperson | 08/14/2006 | 05/30/2007 | Inclusion | \$0.00 |
| Schedule all 9th and 10th grade Level 1 and 2 SWD into intensive mathematics classes to receive instruction using strategies such as CRISS and reciprocal teaching. Adjust their individual instructional needs based on the disaggregated data. Enroll SWD in grades 11 and 12 who have not passed the FCAT in Exploration of Mathematics to receive | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

| | | | | | |
|---|--|------------|------------|------------------------------|--------|
| remediation instruction, based on the disaggregated data and their individual instructional needs. | | | | | |
| Utilize the school's Student Information for Teacher's Electronically (S.I.T.E.) which will provide faculty with the necessary disaggregated data to adjust students' individual instructional needs on a regular basis to ensure all 9th and 10th grade SWD mathematics proficiencies are met. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks. | Principal, Assistant Principal, SLC team leader | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |
| Incorporate the PDSA school-wide into the curriculum to promote student proficiency in mathematics for all students including all sub populations. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide and implement the infusion across the curriculum of real-world career related mathematics skills as they directly relate to the Sunshine State Standards and to SWD in grades nine through twelve to support improved mathematics skills. | Principal, Assistant Principal, Mathematics Department Chairperson | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Enroll ninth and tenth grade students who scored at Level 1 or 2 on the 2006 FCAT in Intensive Mathematics. | Principal, Assistant Principal | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Monitor student progress based on the diaggregated data provided by the results of District Interim Assessments. | Principal, Assistant Principal, Mathematics Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Glencoe Instructional Mathematics Textbook

McDougal-Littel Instructional Mathematics Textbook

Professional Development

Professional development on strategies such as the PDSA Continuous Improvement Model, data analysis and instruction, data-driven decision making (CRISS, reciprocal teaching, etc.), differentiated instruction, curriculum mapping, and effective planning for the two hour block will be provided on a monthly basis through departmental meetings, collaborative planning, district early release days, and faculty meetings. Beginning teacher meetings will be held on a monthly basis, along with meeting with mentors for peer assistance. The district and the Teacher Education Center will be utilized to assist as needed. Mathematics teachers will receive instructional training from Glencoe in the use and utilization of the Glencoe instructional mathematics book.

Evaluation

1. Staff will utilize the schools' Student Information for Teachers Electronically (S.I.T.E.) to review and to adjust the students' individual instructional needs based on the results of the disaggregated data.
2. Students will show an increased proficiency in mathematics as measured by the results of FCAT Explorer and Riverdeep.
3. Utilize teacher generated assessments to provide detailed data for all Intensive Mathematics and Exploration of Mathematics classes to adjust instruction to the student's individual needs.
4. Utilize District Interim Assessments to provide detailed disaggregated data for all ninth and tenth grade Algebra and Geometry classes.
5. The 2007 FCAT Mathematics Test will be used as the final data of evaluation.

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the Florida Writing Test data indicates a disparity between the success rates of 10th grade students on the expository and persuasive writing assessments. 70% of the students scored a 3.5 or better on the expository writing test, while 61% scored a 3.5 or better on the persuasive prompt. According to the Adequate Yearly Progress Report, Miami Coral Park Senior High School did not improve its writing performance by 1% as is mandated by the No Child Left Behind (NCLB) parameters, dropping from 88% to 79%.

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks. | Principal, Assistant Principal, SLC Academy Leader | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |
| Recommend that all subjects incorporate writing into their curriculum. | Principal, Assistant Principal, Curriculum Council | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Incorporate the PDSA Continuous Improvement Model into the curriculum to promote increased writing proficiency for all students. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer monthly schoolwide writing prompts to all Language Arts classes where students will and discuss the writing process, the grading rubric and peer edit each essay. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Recommend that the essay portion of midterm and final exams reflect expository and/ or persuasive writing modes to ensure students' writing proficiency. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer regular writing assessments and adjust instruction to all ninth and tenth grade students according to their identified needs based on the disaggregated data to ensure continuous progress in writing. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Inform students of their individual strengths and weaknesses based on disaggregated data. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Incorporate the use of such strategies as: CRISS, reciprocal teaching and organizational modeling in the writing process. | Principal, Assistant Principal, Language Arts Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Holt Rinehart Winston Elements of Language

Professional Development

Professional development on strategies such as the PDSA Continuous Improvement Model, data analysis and instruction, data-driven decision making (CRISS, reciprocal teaching, etc.), differentiated instruction, curriculum mapping and effective planning for the two hour block will be provided on a monthly basis through departmental meetings, collaborative planning, district early release days, and faculty meetings. Beginning teacher meetings will be held on a monthly basis, along with their mentor for peer assistance. The language arts department in conjunction with Curriculum Council will conduct monthly meetings to address CRISS Sentence Framing, the six traits of writing and curriculum mapping to assist teachers with the necessary tools to increase students' writing proficiency. The district and the Teacher Education Center will be utilized to assist as necessary.

Evaluation

1. Based on the results of the District Interim Assessments and classroom assessments, teachers and students will utilize the PDSA Continuous Improvement Model to review writing assignments periodically and determine if progress is being made toward their remediating their weaknesses and/ or deficiencies in the writing process.
2. Evidence will be determined by District Interim and monthly schoolwide writing assessments. Students' individual instructional and remediation needs will be redirected based on the disaggregated data.
3. The 2007 FCAT Writing Test scores will be used as the final summative 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The percentage of students achieving high standards (Level 3 or greater) was 27% which is five points lower than the state average, but two points higher than the district average.

An analysis of the State Report of School Results indicates Miami Coral Park Senior High School students' greatest strength is Scientific Thinking (50%) and Life Environmental Science (47%), while their greatest weaknesses lie in Physical and Chemical (46%), and Earth and Space Sciences (45%). The data reveals that students need practice collecting, measuring and organizing data; distinguishing between qualitative and quantitative data; interpreting data from charts; and writing laboratory reports using the scientific method.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), all students in grade 11 will increase by 25 percentage points their science skills on the 2007 administration of the FCAT Science test as compared to the 2006 administration of the FCAT Science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Increase enrollment among all students in Advanced Placement classes. Provide science tutorial sessions in efforts to assist students passing with a score of three or higher on the Advanced Placement Test. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the District Pacing Guides for Science as a reference to assist in instructional planning. | Principal, Assistant Principal, Science Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Offer an LEP Academy which provides after school assistance in Science and FCAT preparation. | Principal, Assistant Principal, LEP Academy Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$1000.00 |
| Incorporate the PDSA Continuous Improvement Model school wide into the curriculum to promote student proficiency for all students. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Redirect instruction based on the disaggregated data derived from the 2006 FCAT and teacher-generated assessments of the low performing science students. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize the school's S.I.T.E. to provide faculty with the necessary disaggregated data to adjust students' individual instructional needs to ensure students science proficiency. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| All Earth and Space Science and Biology students will participate in bi-weekly lab activities using the Scientific Method in order to increase students science problem solving proficiency. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Establish and monitor the implementation of long range plans for Earth and Space Science and Biology to ensure the delivery of the tested benchmarks prior to the March 2007 FCAT Science Test. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

| | | | | | |
|--|---|-----------|-----------|---------------------------------|--------|
| Provide after school tutorial and Saturday tutorial programs for students who are in need of remediation in science, focusing on the Sunshine State Standards and student's individual needs based on the disaggregated data to ensure continuous progress in science. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer a pre and post test to all 9-11 grade science classes, including, but not limited to, Earth/Space, Biology, Chemistry and Physical Science. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

1. Glencoe: Earth Science: Geology, the Environment and the Universe
2. Holt: Florida Holt Earth Science, 2006 ed.
3. Prentice Hall: Biology
4. Prentice Hall: Biology: Exploring Life
5. Glencoe: Chemistry: Matter and Change
6. Holt: Modern Chemistry
7. Glencoe: Physical Science with Earth Science
8. Prentice Hall: Essentials of Human Anatomy and Physiology
9. Prentice Hall: Fundamentals of Anatomy and Physiology
10. Holt: Holt Physics

Professional Development

Professional development on strategies such as the PDSA Continuous Improvement Model, data analysis and instruction, data-driven decision making (CRISS, reciprocal teaching, etc.), differentiating instruction, curriculum mapping, and effective planning for the two hour block will be provided on a monthly basis through departmental meetings, collaborative planning, district early release days, and faculty meetings. Beginning teacher meetings will be held on a monthly basis, with their mentor for peer assistance. Science teachers will utilize district training to assist with increasing student performance as it pertains to mathematics and science. The District and the Teacher Education Center will be used to assist with additional training.

Evaluation

1. Instruction will be redirected based on the disaggregated data derived from the teacher-generated assessments of all science students.
2. The 2007 FCAT Science Test will be used as the final data of 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 type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

In 2005-2006, the PTSA had a 121% increase in membership.

Measurable Objective

Given a school-wide emphasis on increasing PTSA membership, PTSA membership will increase by 25% as evidenced by comparing PTSA membership totals from the 2005-2006 school year, to the totals for 2006-2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|------------|---------------------------|--------|
| | | START | END | | |
| Assist in providing ongoing communication in the parent's home language at school events, grade level meetings, parent and student orientations, Open House and parent conferences in order to bridge the gap between home and school. | Principal, Assistant Principal, PTSA President | 08/08/05 | 05/24/06 | Community Partnerships | \$0.00 |
| Encourage parents to participate in The Parent Academy. | Principal, Assistant Principal, PTSA President | 08/08/05 | 05/24/06 | Community Partnerships | \$0.00 |
| Provide PTSA membership forms to parents at all events including Open House, and post a PTSA membership form on the PTSA website. | Principal, Assistant Principal, PTSA President | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Provide a mailed monthly multi-linguistic newsletter for parents to provide information for school site initiatives and events. | Principal, Assistant Principal, PTSA President | 08/14/06 | 05/30/2007 | Community Partnerships | \$0.00 |
| Produce a monthly e-newsletter, that will provide information for school site initiatives and events. | Principal, Assistant Principal, PTSA President | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1. Evidence will be determined by monthly PTSA meeting sign-in-logs.
2. PTSA rosters and database will serve as final evidence for the increased enrollment.

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

GOAL 6 STATEMENT:

The attendance percentage rate at Miami Coral Park Senior High School will increase.

Needs Assessment

Miami Coral Park Senior High School was ranked 3rd in the county in 2005-2006 with a 93.23% attendance rate.

Measurable Objective

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of .25 of a percentage point in the school's attendance rate during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|------------|------------|-------------------------|--------|
| | | START | END | | |
| Utilize S.I.T.E. technology to electronically make attendance corrections in conjunction with the attendance feature of the electronic gradebook. | Principal, Assistant Principals, Gradebook Manager | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implementation of a "tardy tank," to reduce teacher error in documenting students as absent. | Principal, Assistant Principal, Dean of Attendance | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Reward students who have perfect attendance. | Principal, Assistant Principal, Dean of Attendance | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Provide attendance clerk with daily attendance corrections. | Principal, Assistant Principal, Attendance Clerk | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Implement the electronic gradebook. | Principal, Assistant Principal, Electronic Gradebook Manager | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Initiate a quarterly attendance award for classes with the highest attendance percentage. | Principal, Assistant Principal, Dean of Attendance | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Teachers and staff members will be trained on using the Excelsior Electronic Gradebook to record attendance and how to utilize S.I.T.E. technology to consolidate attendance corrections.

Evaluation

Evidence will be determined by reviewing quarterly and end of the year District attendance reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The teachers at Miami Coral Park Senior High School will increase their knowledge and utilization of webpages for their classes.

Needs Assessment

An initial analysis of the faculty at Miami Coral Park Senior High School indicates that approximately 20% of teachers have class websites.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will increase their use of class webpages as evidenced by an increase from 20% to 30% of teachers with classroom responsibilities developing introductory webpages for their class during the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|------------|----------------------------|--------|
| | | START | END | | |
| Offer training to all teachers on the webpage editor, Microsoft Frontpage. | Principal, Assistant Principal, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide follow up training to all teachers who are in need of assistance with technology. | Principal, Assistant Principal, Computer Specialist | 8/14/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Provide on-going technology and data analysis support. | Principal, Assistant Principal, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Install a new Dell computer with an active Internet connection on each teacher's desk. | Principal, Assistant Principal, Computer Specialist | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Maintain program components on a regular basis to ensure proper operation of all machines. | Principal, Assistant Principal, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor creation of teacher websites for all subjects. | Principal, Assistant Principal, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided for teachers at the school by the assistant principal and computer technology specialists. Training on website creation will be ongoing throughout the school year, as necessary. The trainings will be provided to the teachers on Early Release days as part of their professional development. The computer technology specialists are readily available to the teachers before and after school and or during their planning periods for further training and collaboration.

Evaluation

1. Evidence will be determined by sign-in logs for website development workshops.
2. The school site will keep a quarterly report of the number of teachers with websites.
3. The technology office (Assistant Principal and computer technology specialists) will produce reports showing the percentage of teachers in the school with updated websites as final evidence for this goal.

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

An analysis of the 2005-2006 FITNESSGRAM summaries indicates that, 58% of students reached adequate fitness levels, this is a three percentage point drop from the previous year. As a result, 42% of students need assistance in the three areas tested on the FITNESSGRAM (strength, endurance and flexibility).

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 9 through 12 will improve their physical fitness level as evidenced by 63% of students receiving gold or silver card awards on the 2007 Fitnessgram.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Increase students' endurance by participating in track and interval training sessions. | Principal, Assistant Principal, Physical Education Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase students' upper body strength, by participating in school site developed weight training program. | Principal, Assistant Principal, Physical Education Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase daily student participation in Physical Education classes. | Principal, Assistant Principal, Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide free breakfast to all students. | Principal, Assistant Principal, Cafeteria Manager | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase students' flexibility by participating in 20 minute dynamic warm up routine followed by partner stretches and flexibility exercises. | Principal, Assistant Principal, Physical Education Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Selected staff members will attend District sponsored workshops on strength, endurance and flexibility.

Evaluation

Miami Coral Park Senior High will administer the FITNESSGRAM, a health-related fitness test.

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

GOAL 9 STATEMENT:

Student participation in band competitive events will increase.

Needs Assessment

An initial analysis conducted by the Music Department indicates that there is a need for an increase or maintaining student participation in band competitions from 95% in 2005-2006.

Measurable Objective

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 95% of band students participating in band competition during the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Increase fundraising opportunities to assist with costs associated with competition fees. | Principal, Assistant Principal, Treasurer, Band Director | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Promote parental involvement/community service in their competitive events to increase participation. | Principal, Assistant Principal, Band Director | 8/14/2006 | 5/30/2007 | Communities of Practice | \$0.00 |
| Recognize students for their performances. | Principal, Assistant Principal, Band Director | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Provide and monitor attendance logs to accurately record the number of students participating in competitive events. | Principal, Assistant Principal, Band Director | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Design and implement an instructional plan that outlines the objectives of the competitive event(s). | Principal, Assistant Principal, Band Director | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Promote involvement in band through the Visual and Performing Arts Smaller Learning Community. | Principal, Assistant Principal, Band Director, SLC Academy Leader | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1. Evidence will be determined by official event attendance reports and field trip (if applicable) rosters.

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

GOAL 10 STATEMENT:

Miami Coral Park Senior High School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Miami Coral Park Senior High School ranked at the 92nd percentile on the State of Florida ROI index as compared to the 89th percentile in 2003-2004 on the State of Florida ROI index.

Measurable Objective

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2005 to the 93rd percentile on the next publication of the index.

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 Principal, Department Chairpersons | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Become more informed about the use of financial resources in relation to school programs. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Collaborate with the District on resource allocation. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

The principal or designee(s) will attend in-services or workshops offered by the District pertaining to finance and budget, return on investment, and grant writing/grant opportunities.

Evaluation

On the next State of Florida ROI index publication, Miami Coral Park Senior High School will show progress toward reaching the 93rd percentile.

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.)

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

GOAL 11 STATEMENT:

All students will graduate from high school within a four year period.

Needs Assessment

The Adequate Yearly Progress (AYP) Report indicates that 64% of the senior class graduated in 2004.

Measurable Objective

Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1% increase of its total population graduation rate during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|--------------------------------------|--------|
| | | START | END | | |
| Provide after-school/ Saturday tutoring. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor student requirements through classroom visitations by counselors. | Principal, Assistant Principal, Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Review credit analysis with seniors on an individual basis. | Principal, Assistant Principal, Counselors | 8/14/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Provide additional tutoring for LEP students via the LEP Academy. | Principal, Assistant Principal, Counselors, ESOL Departmental Chairperson | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide classroom visitations by the Occupational Specialist and the CAP advisor. | Principal, Assistant Principal, CAP Advisor, Occupational Specialist | 8/14/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Offer Intensive Reading and Mathematics to 12th grade Level 1 and 2 students. | Principal, Assistant Principal, Counselors | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Enroll all 10th grade students into a career themed academy of their choice to create relevance for the student and increase student interest. | Principal, Assistant Principal, SLC academy leaders | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |
| Review the matrix of courses for the selection of authorized courses for the career academy theme. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Career Development Programs | \$0.00 |
| Complete a comprehensive articulation plan. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Transition and Articulation Programs | \$0.00 |
| Evaluate and redesign master schedule structure, as needed, to accommodate the course offerings for smaller learning communities. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | Small Learning Communities | \$0.00 |
| Evaluate and enroll students who qualify into the Ombudsman Program. | Principal, Assistant Principal, Student Services Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1. Counselors' logs will verify that all seniors have been informed of their graduation/credit standing.
2. Visitation records indicate that all English students' classrooms will be visited by a counselor, CAP advisor and occupational specialist.
3. Attendance logs will indicate the number of students utilizing the after-school and Saturday school tutoring opportunities.
4. Enrollment data from the newly created Ombudsman Program.
5. The Adequate Yearly Progress (AYP) Report identifies the graduation rate for each school. Miami Coral Park Senior High will use this document to verify the graduation rate for the school.

EESAC Compliance

| 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 budget was presented by the principal and discussed with EESAC members. Most funding requests presented to EESAC by faculty, students and/or clubs are approved after ascertaining relevance to the advancement of student performance.

Training:

The EESAC reviewed data involving student achievement and was involved in identifying opportunities for improvement in the area of professional development.

Instructional Materials:

EESAC discussed and assisted in the procurement of instructional materials such as computers, school survey instruments, and the provision for the After-school and Saturday Academies, to increase and/or advance educational standards set for the current academic year.

Technology:

EESAC used the school and district web-sites, in addition to e-mails to inform all stakeholders of meetings, agendas, and archives. EESAC also utilized the results of the 2005 Organizational Performance Survey to provide recommendations to the school-site regarding technology needs.

Staffing:

EESAC has provided a paraprofessional position to assist students who are in need of remediation in reading and mathematics.

Student Support Services:

The student council president, the junior board president and senior board president had active voices and votes on the EESAC committee.

Other Matters of Resource Allocation:

EESAC resource allocations were varied and were used to support student and teacher registrations for various organizations, Odyssey of the Mind, the LEP Academy, and after-school and Saturday tutorial programs.

Benchmarking:

EESAC assisted with analyzing pertinent data to help formulate school-wide objectives, priorities and instructional focus.

School Safety & Discipline:

School safety and discipline was a paramount concern. Funding allocations were discussed to support security in its efforts to provide a safe and productive learning environment for both students and staff members.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---|---------------------|
| Goal 1: Reading | \$1,000.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$1,000.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Graduation (High Schools Only) | \$0.00 |
| Total: | \$2,000.00 |

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent