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# SCHOOL IMPROVEMENT PLAN

## 2005-2006

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

*FeederPattern:* Coral Gables Senior

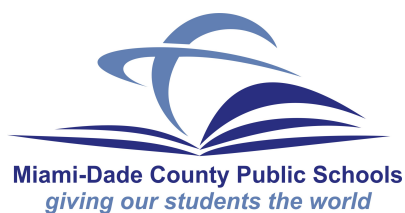
*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Alex Martinez

*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 2004-2005 School Improvement Plan. Discussions among stakeholders faculty and the Educational Excellence School Advisory Council (EESAC), have resulted in the identification of the following objectives for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by a three percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by a minimum of 44% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2006 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-three percentage points to meet the No Child Left Behind requirement of 44% 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 twenty-nine percentage points to meet the No Child Left Behind Act requirement of 44% 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-three percentage points to meet the No Child Left Behind requirement of 44% 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 thirty-six percentage points to meet the No Child Left Behind Act requirement of 44% 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 thirty-eight percentage points to meet the No Child Left Behind Act requirement of 44% 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 3 percentage point increase in the percent of students

scoring at FCAT Achievement Level 3 or higher on the 2006 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 seventeen percentage points to meet the No Child Left Behind requirement of 50% of students scoring at state mastery levels.  
progress.

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 50% 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-eight percentage points to meet the No Child Left Behind requirement of 50% 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 3.5 on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, grade eleven students will meet or exceed the State mean scale score on the 2006 administration of the FCAT Science Test.

Given the documented importance of the relationship between parental involvement and academic success Coral Gables Senior High School will increase the 2005-2006 PTSA membership by 3% when compared to the PTSA membership total from the 2004-2005 school year; as such, the 2005-2006 PTSA membership will be at or above 241.

An analysis of the most current data relative to Out-of-School Suspensions indicates that 7.5% of students were placed on Out-of-School Suspensions during the 2004-2005 school year. Therefore, the number of students placed on Out-of-School Suspensions during the 2005-2006 school year will be at or below 5.5%.

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 would raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 30 to 45.

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 2005-2006 Physical Fitness test results with data from the 2004-2005 school year; therefore, 65% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

Students in the Culinary Arts Program, in partnership with Burger King Corporation, will participate in product development and marketing of actual Burger King products to be made available throughout the country.

Coral Gables Senior High School will improve its ranking on the State of Florida ROI index publication from the 84th percentile in 2003 to the 90th percentile in the next publication of the index.

Given the Federal mandate as outlined in the No Child Left Behind Act, Coral Gables Senior High School will show an increase in the graduation rate as evidenced by 70% of seniors meeting graduation requirements.

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-five 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 3,633 students and the ethnic composition is as follows: 12.1% White, Non-Hispanic, 8.8% Black, 77.7% Hispanic, 1.0% Asian, .01% American Indian, and .03% multiracial. Within that population, 380 students are disabled, 1,431 are economically disadvantaged, and 743 are Limited English Proficient. Additionally, 1,839 are females and 1,794 are males. At Coral Gables Senior High School, 39.4% of the students, or 1,431 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 508 students for whom English is a second language. Of those students, 80 students are in ESOL 1, 110 students are in ESOL 2, 115 students are in ESOL 3, and 203 students are in ESOL 4. The Exceptional Education Department meets the needs of 380 students. Of those students, 15 are Educable Mentally Handicapped, 12 are Physically Impaired, 4 students who are Speech Impaired, 1 student who is Deaf or Hard of Hearing, 3 students who are Visually Impaired, 35 students who are Emotionally Handicapped, 300 students with Specific Learning Disabilities, and 10 students who are Profoundly Mentally Handicapped. Coral Gables Senior High School is following the District mandate to provide inclusion opportunities as detailed in the following text: 90% of Exceptional Students, or 340 students, participated in one or more inclusion classes ranging from electives to core content area classes. Twelve classes utilized the regular classroom teacher and the Exceptional Teacher for instructional application. A total of 106 classes offered inclusion opportunities for Exceptional Students and 8 teachers provided inclusion support to the regular classroom teacher. The International Baccalaureate Diploma Program, the magnet curriculum offered at Coral Gables Senior High School, serves 511 students residing throughout the county. Of that number, 117 were freshman, 129 were sophomores, 157 were juniors, and 108 were 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, 305 students were placed on Outdoor suspensions, 546 students were placed in Indoor Suspension (SCSI), and 739 students were referred to the District's dropout prevention programs. The school's retention rate was 16.6% and the dropout rate was 1.4%.

## Physical Fitness

Results of the Physical Fitness FITNESSGRAM test indicate that 92% of students in Physical Education courses were tested and 765 or 62% received the Gold or Silver Award.

## Student Attendance and Mobility Rate

The school's daily attendance rate was 93.38% with 136 students having no absences, 964 students having 0.5-5.0 absences, 895 students having 5.5-10.0 absences, 715 students having 10.5-15.0 absences, 370 students having 15.5-20.0 absences, and 548 students having 20.5-Over absences. The school's mobility rate was 24%.

## Employee Information

The school employs 1 Principal, 4 Assistant Principals, 136 regular Classroom Teachers, 17 Exceptional Student teachers, 8 Guidance Counselors, 2 Media Specialists, 12 Teacher Aides, 12 Clerical/Secretary persons, 24 Custodial/Service workers, and 4 Other employees for a total of 220 staff members. Of that number, 37% are male and 63% are female. The principal is Hispanic,

and 50% of the assistant principals are Black and the remaining 50% are Hispanic. Among the regular classroom teachers 43% were White, Non-Hispanic, 11% Black, Non-Hispanic, 46% Hispanic, and 1% Asian/American Indian. Of the Exceptional Student teachers, 18% were White, Non-Hispanic, 24% Black Non-Hispanic, and 59% Hispanic. Within the Student Services department 75% were White, Non-Hispanic and 25% Hispanic. The instructional staff attendance rate was 96% and 14 teachers recorded zero absences, 58 teachers fell within the 0.5-5.0 days absent range, 50 percent were absent 5.5-10.0 days, 24 teachers were absent 10.5-15.0 days, 8 teachers were absent 15.5-20.0 days, and 4 teachers were absent 20.5-Over days. At Coral Gables Senior High School, 50.7% of teachers hold a Bachelor's degree, 36.0% hold a Master's degree, 10.7% hold a Specialist degree, and 2.7% hold a Doctorate degree. Additionally, 94.5% of classes were taught with teachers teaching in-field, and 5.5% of classes were taught with teachers teaching out-of-field.



# *School Foundation*

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## ***Leadership:***

Results from the Organizational Performance Self-Assessment Survey indicate that the leadership at Coral Gables Senior High School averages a 4.2 on a scale of 1 to 5 (1 being never and 5 being always). 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 indicate that the alignment of District goals and objectives for the school and the involvement of its employees in the development of said goals is frequently conveyed to teachers and staff. Within this area Coral Gables Senior High School registered an average of 4.0 on a scale of 1 to 5 (1 being never and 5 being always).

## ***Stakeholder Engagement:***

Results from the Organizational Performance Self-Assessment Survey indicate that stakeholder engagement at Coral Gables Senior High School recorded an average of 4.3 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, we 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 indicate that faculty and staff and/or human resource focus is at an average of 4.3 on a scale of 1 to 5 (1 being never and 5 being always). 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 indicate that Data/Information/Knowledge Management is at an average of 4.3 on a scale of 1 to 5 (1 being never and 5 being always). 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 indicate that the educational design and/or process management at Coral Gables Senior High School is at an average of 3.9 on a scale of 1 to 5 (1 being never and 5 being always). The area of most concern for employees at Coral Gables was 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 average 4.0 on a scale of 1 to 5 (1 being never and 5 being always). 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.

## 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 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 1 STATEMENT:**

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

### ***Needs Assessment***

An assessment of FCAT data from the 2005 test administration indicates that the reading strengths of students in grades nine and ten fell in the areas of using skills to determine word meaning, including relationships between words and understanding the author's use of similarities and differences, causes and effect, and comparisons and contrasts. Further assessment of FCAT data from the 2005 test administration indicates that students in grades nine and ten are primarily deficient in the areas of identifying Main Idea/Purpose and the use of Reference/Research tools. The data from the feeder schools reveals that the current ninth grade, primarily composed of students from Ponce De Leon Middle and Kinloch Middle schools and Key Biscayne K-8 Center, are deficient in the areas of identifying Main Idea/Purpose, using Reference/Research tools, and establishing proficiency in the use of Similarities/Differences, Cause/Effect, and Contrast. Currently, in the ninth grade there are 376 FCAT Achievement Level 1 students and 224 FCAT Achievement Level 2 students for a total of 600 deficient students out of 1028 students. The current tenth grade class houses 449 FCAT Achievement Level 1 students and 268 FCAT Achievement Level 2 students for a total of 717 deficient students out of 1,092 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, Level 1, and the Lowest 25%. In order to address the needs of these students and to meet the District mandate relative to remedial instruction, there are 7 sections of annual intensive remedial reading for ninth graders and 10 sections of annual

intensive reading for tenth graders. Additionally, 12 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 5 sections of remedial reading have been scheduled to assist the 136 twelfth graders who have yet to pass the FCAT Reading Test. Twelve sections of ninth and tenth grade Level 2 students have been homogeneously grouped in Language Arts classes.

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 checked="" 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 a three percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by a minimum of 44% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2006 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-three percentage points to meet the No Child Left Behind requirement of 44% 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 twenty-nine percentage points to meet the No Child Left Behind Act requirement of 44% 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-three percentage points to meet the No Child Left Behind requirement of 44% 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 thirty-six percentage points to meet the No Child Left Behind Act requirement of 44% 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 a an increase of thirty-eight percentage points to meet the No Child Left Behind Act requirement of 44% of students scoring at state mastery levels.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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	05/26/06
2. Identify all ninth and tenth grade students scoring at FCAT Achievement Level 1 and Achievement Level 2 students and schedule those students into annual intensive reading classes (17 sections). Additionally, identify those students who have difficulty decoding and schedule those student into ReadingPlus! classes where those difficulties will be addressed.	Assistant Principal of Curriculum, Reading Department Chair, and Reading Teachers	07/01/05	05/26/06
3. Implement the use of an Instructional Focus	Assistant Principal of Curriculum,	08/08/05	05/26/06

Calendar for all Language Arts teachers to follow that will include scheduled assessments to target FCAT benchmarks.	Reading Department Chair, Reading teachers, Language Arts Department Chair, Language Arts teachers		
4. Provide Home-Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Assistance Principal of Curriculum, Home Language Assistance teachers	08/08/05	05/26/06
5. Implement a holistic approach of integrating the school-wide curriculum into the Independent Reading Program has been implemented. Students will read course-related selections as an extension of their current class for each period.	Assistant Principal of Curriculum, Reading Department Chair, all instructional personnel	08/08/05	05/26/06
6. Identify the top 10% of ninth and tenth grade students scoring at FCAT Achievement Level 1 and Achievement Level 2 and provide pull-out tutoring.	Assistant Principal of Curriculum, Reading Department Chair, Pull-out personnel	08/08/05	05/26/06
7. Provide extended learning opportunities through Saturday School and after school tutoring with both teachers and peers.	Assistant Principal of Curriculum, selected Language Arts teachers	08/08/05	05/26/06

### **Research-Based Programs**

Language Arts and Reading teachers will utilize CRISS strategies for instructional purposes, Read Excel, Read 180, SRA Corrective Reading, Prentice Hall Literature Survey textbooks, Timeless Voices, Timeless Themes are also used for classroom instruction.

### **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 be provided. 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. Training in Academic Improvement Plan (AIP) writing and implementation will be continued as needed.

## **Evaluation**

This objective will be evaluated by scores of ninth and tenth grade students on the 2006 FCAT Reading Test as compared to the scores of ninth and tenth grade students on the 2005 FCAT Reading Test. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. Academic Improvement Plans (AIP) will be reviewed and updated regularly and student grade reports will be reviewed quarterly to document learning gains. The Gates MaGinitie Reading Inventory and Oral Reading Fluency tests will also be used as diagnostic tools.

## 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 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 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 2005 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 of FCAT data from the 2005 test administration indicates that 50% of students in grade nine and 55% of students in grade ten are proficient in using number concepts and computation skills; 43% of students in grade nine and 40% of students in grade ten are proficient in solving problems involving measurements; 45% of students in grade nine and 36% of students in grade ten are proficient in analyzing and combining shapes to solve problems; 60% of students in grade nine and 43% of students in grade ten are proficient in analyzing patterns and using equations and inequalities; and 50% of students in grade nine and 45% of students in grade ten are proficient in using data analysis tools to display information, make predictions, and make inferences. Further analysis of this data reveals that the greatest area of need for ninth grade students is Measurement, followed by Geometry, Data Analysis and Number Sense, and then Algebraic Thinking. Information from the primary feeder patterns schools reveals that eighth grade students from Key Biscayne K-8 Center performed as follows: 58% of students were proficient at both Geometry and Algebraic Thinking, 67% of students were proficient at both data Analysis and Measurement, and 75% of students were proficient in the area of Number Sense. Eighth grade students from Kinloch Park Middle School performed as follows: 25% of students were proficient at Geometry; 33% of students were proficient at Measurement; 42% of students were proficient at Algebraic Thinking and Data Analysis, and 50% of students were proficient in the area of Number Sense. Eighth



students from Ponce De Leon Middle School performed as follows: 33% of students were proficient in Geometry; 42% of students were proficient in Measurement and Algebraic Thinking; and 50% of students were proficient in both Data Analysis and the area of Number Sense. Further analysis indicates that students scored lowest in Geometry and scored highest in the area of Number Sense. Currently, in the ninth grade there are 253 FCAT Achievement Level 1 students and 203 FCAT Achievement Level 2 students for a total of 456 deficient students out of 1,028 students. The current tenth grade class houses 247 FCAT Achievement Level 1 students and 238 FCAT Achievement Level 2 students for a total of 485 deficient students out of 1092 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, Level 1 students, and students scoring in the lowest 25%. 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. Three sections of remedial math have been scheduled to assist the 64 twelfth grade students who have yet to pass the FCAT Mathematics 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 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"/>

## 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 3 percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 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 seventeenpercentage points to meet the No Child Left Behind requirement of 50% of students scoring at state mastery levels. progress.

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 50% 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-eight percentage points to meet the No Child Left Behind requirement of 50% of students scoring at state mastery levels.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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	05/26/06
2. Identify students who scored at Achievement Level 1 in ninth and tenth grade students. These students have been scheduled into seventeen sections of intensive remedial math classes.	Assistant Principal of Curriculum, Math Department Chair	08/08/05	05/26/06
3. Implement the use of an Instructional Focus Calendar for all Mathematics teachers to follow that will include scheduled assessments to target FCAT benchmarks.	Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics teachers	08/08/05	05/26/06
4. Provide Home Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Assistant Principal of Curriculum, Home Language Assistance Program teachers	08/08/05	05/26/06
5. Using the Student Performance Indicators, Mathematics teachers will focus on the two weakest strands and provide concentrated instruction.	Assistant Principal of Curriculum, Mathematics teachers	08/08/05	05/26/06
6. Learning Express tutorial will be utilized as an	Assistant Principal of Curriculum,	08/08/05	05/26/06

interactive tutorial/diagnostics program that simulates FCAT questions and answers.	Mathematics teachers		
7. Include weekly FCAT benchmarking activities and utilize Edusoft to analyze measurable gains.	Assistant Principal, Mathematics teachers	08/08/05	05/26/06
8. Provide extended learning opportunities through Saturday School and after school tutoring with both teachers and peers.	Assistant Principal of Curriculum, selected Mathematics teachers	08/08/05	05/26/06
9. Utilize practice AP and IB tests for students in advanced Mathematics in preparation for May examinations.	Assistant Principal of Curriculum, AP and IB Coordinators, selected Mathematics teachers	08/08/05	05/26/06

## Research-Based Programs

Glencoe Algebra I and II and Geometry textbooks and Geometer's Sketch Pad. The following resources are also available: Edusoft, Learning Express Online and FCAT Explorer.

## 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. Additionally, training for all programs (Edusoft, Learning Express Online, FCAT Explorer, CRISS) will be available for all mathematics teachers. Training in Academic Improvement Plan (AIP) writing and implementation will be continued as needed.

## Evaluation

This objective will be evaluated by scores of ninth and tenth grade students on the 2006 FCAT Mathematics Test as compared to the scores of ninth and tenth grade students on the 2005 FCAT Mathematics Test. Site developed pre and post tests 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. Academic Improvement Plans (AIP) will be reviewed and updated regularly and student grade reports will be reviewed quarterly to document learning gains.

## 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 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 3 STATEMENT:**

Students in grade ten will increase their writing scores.

### ***Needs Assessment***

Based on an analysis of the 2005 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 91% of students scoring at or above 3.5 on the 2005 FCAT Writing; as such, 92% of the total test population must score at or above 3.5 on the 2006 FCAT Writing Test. The White subgroup had 91% of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 92% of students within the White subgroup must score 3.5 or above on the 2006 FCAT Writing Test. The African American subgroup had 88% of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 89% of students within the African American subgroup must score 3.5 or above on the 2006 FCAT Writing Test. The Hispanic subgroup had 91% of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 92% of students within the Hispanic subgroup must score 3.5 or above on the 2006 FCAT Writing Test. The Economically Disadvantaged subgroup had 87% of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 88% of students within the Economically Disadvantaged subgroup must score 3.5 or above on the 2006 FCAT Writing Test. The Limited English Proficiency subgroup had 79 % of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 80% of students within the Limited English Proficiency subgroup must score 3.5 or above on the 2006 FCAT Writing Test. The Students with Disabilities subgroup had 71% of students scoring at or above 3.5 on the 2005 FCAT Writing Test; as such, 72% of students within the Students With

Disabilities subgroup must score 3.5 or above on the 2006 FCAT Writing 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 checked="" type="checkbox"/>	<input checked="" 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, 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 3.5 on the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide writing initiatives.	Principal, Assistant Principal of Curriculum, All instructional personnel	08/08/05	05/26/06
2. Implement the use of an Instructional Focus Calendar for all faculty to follow that will include scheduled assessments to target FCAT benchmarks.	Assistant Principal of Curriculum, Language Arts and Reading teachers	08/08/05	05/26/06
3. Provide Home-Language Assistance (HLAP) services to students in content areas.	Assistance Principal of Curriculum, Home Language Assistance teachers	08/08/05	05/26/06
4. Administor a pre and post test in all Language Arts classes to assess learning gains.	Assistant Principal of Curriculum, Language Arts teachers	08/08/05	05/26/06
5. Schedule at least two FCAT-styled writing assignments, across the curriculum, each marking period.	Assistant Principal of Curriculum, all instructional personnel	08/08/05	05/26/06
6. Provide instruction in all Language Arts classes targeting the various models of expository writing as delineated on the FCAT Writing Test: Compare/Contrast, Opinion, Cause/Effect, and Spacial.	Assistant Principal of Curriculum, Language Arts Department Chair, Language Arts Department	08/08/05	05/26/06
7. Incorporate the use of dictionaries and thesauruses in the Language Arts and Reading classrooms.	Assistant Principal of Curriculum, Language Arts Department Chair, Language Arts Department	08/08/05	05/26/06
8. Utilize CRISS strategies to strengthen student writing skills as documented in teacher lesson plans.	Assistant Principal of Curriculum	08/08/05	05/26/06
9. Employ the use of the Criterion Writing Program by all tenth grade Language Arts teachers.	Assistant Principal of Curriculum, Language Arts Department Chair and Language Arts teachers	08/08/05	05/26/06
10. Enroll selected freshmen in advanced academics in a Research Skills Inquiry class designed to teach research and writing skills	Assistant Principal of Curriculum, IB Coordinator	08/08/05	05/26/06

necessary for success in AP/IB upper level courses.	
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## **Research-Based Programs**

Glencoe Writer's Choice textbooks and Writer's Choice student workbooks are utilized to target modes of writing, pre-writing skills, and topic development and Learning Express Online.

## **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 rubric. Training in Academic Improvement Plan (AIP) writing and implementation will be continued as needed.

## **Evaluation**

This objective will be evaluated by the scores of tenth grade students on the 2006 FCAT Writing Test as compared to the scores of tenth grade students on the 2005 FCAT Writing Test. Site developed pre and post tests will be administered, through the Language Arts classes, each quarter to provide formative assessment to monitor student progress and provide program evaluation. Academic Improvement Plans (AIP) will be reviewed and updated regularly and student grade reports will be reviewed quarterly to document learning gains.

## 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.)

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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 4 STATEMENT:**

Grade eleven students will increase their Science process skills.

### ***Needs Assessment***

Results from the 2005 FCAT Science Test indicate that students performed as follows within the tested strands (in order of most proficient to least proficient): 58% of students were proficient in the area of scientific thinking, 45% of students were proficient in the area of Earth/Space concepts, and 43% of students were proficient in the areas of both Physical and Chemical Science, and Life and Environmental Science. Based on this analysis, the strands needing the most improvement are the areas of Physical and Chemical Science, and Life and Environmental Science. Further, the mean scale score of eleventh grade students on the 2005 Science Test was 291. That score indicates that the school's mean scale score was 2 points below the State average of 293, and sixteen points above the District average of 275.



## Measurable Objective

Given instruction using the Sunshine State Standards, grade eleven students will meet or exceed the State mean scale score on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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	05/26/06
2. Implement the use of an Instructional Focus Calendar for all Science teachers to follow that will include scheduled assessments to target FCAT benchmarks.	Assistant Principal of Curriculum, Science Department Chair, Science teachers	08/08/05	05/26/06
3. Provide Home-Language Assistance (HLAP) services to ESOL Level 1-Level 4 students in content areas.	Assistance Principal of Curriculum, Home Language Assistance teachers	08/08/05	05/26/06
4. Assess eleventh grade students with a school site pre-test to demonstrate knowledge base and a post test at the end of each marking period to determine measurable gains.	Assistant Principal of Curriculum, Science Department Chair, Science Department	08/08/05	05/26/06
5. Include weekly FCAT benchmark activities in all Science classes to be reflected in teacher lesson plans.	Assistant Principal of Curriculum, Science Department	08/08/05	05/26/06
6. Evaluate laboratory experiments through the use of FCAT-style questions and writing prompts.	Assistant Principal of Curriculum, Science Department	08/08/05	05/26/06
7. Require students in advanced science classes to maintain a journal wherein they respond to higher order thinking prompts.	Assistant Principal of Curriculum, selected Science teachers	08/08/05	05/26/06

### 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. Training in Academic Improvement Plan (AIP) writing and implementation will be continued as needed.

## **Evaluation**

This objective will be evaluated by the student performance on the 2006 FCAT Science Test. Site developed pre and post test will be administered each marking period to monitor student progress and provide for program evaluation. Academic Improvement Plans (AIP) will be reviewed and updated regularly and student grade reports will be reviewed quarterly to document learning gains.

## 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.)

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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 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. Activities and athletic events generally involve a larger number of parents. 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 Senior High School will increase the 2005-2006 PTSA membership by 3% when compared to the PTSA membership total from the 2004-2005 school year; as such, the 2005-2006 PTSA membership will be at or above 241.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Hold PTSA membership drives and provide incentives to increase membership.	Assistant Principal of Curriculum, PTSA President	08/08/05	05/26/06
2. Coordinate parent workshops for FCAT Level 1 and FCAT Level 2 parents to target the correlation between parental involvement and academic success.	Assistant Principal of Curriculum	08/08/05	05/26/06
3. Monitor, replenish and update the Parent Resource Centers located in the Main Office and the Attendance Office.	Assistant Principal of Curriculum	08/08/05	05/26/06
4. Utilize the internet site, the Parent Internet Viewer, printed publications, the automated caller, and the electronic marquee to disseminate information to parents.	Assistant Principal of Curriculum, Webmaster	08/08/05	05/26/06
5. Promote the Saturday Parent Academy that has been established to assist parents with information relative to student attendance, the electronic gradebook, FCAT information, and home learning opportunities.	Assistant Principal	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

This objective will be evaluated by a comparison of the 2006 PTSA membership roster with the 2005 PTSA membership roster.

## 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 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 6 STATEMENT:***

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

### ***Needs Assessment***

Based on the information gleaned from the Florida School Indicators Report, an average of 7.5 percent of students were placed on Out-of-School Suspension during the 2003-2004 school year. 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 2005-2006 school year.

## Measurable Objective

An analysis of the most current data relative to Out-of-School Suspensions indicates that 7.5% of students were placed on Out-of-School Suspensions during the 2004-2005 school year. Therefore, the number of students placed on Out-of-School Suspensions during the 2005-2006 school year will be at or below 5.5%.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue enforcement of the Coral Gables Senior High School Code of Student Conduct.	Principal, Grade level Assistant Principals, Student Services Department	08/08/05	05/26/06
2. Conduct grade level meetings with grade level administrators to review the Code of Student Conduct and to address discipline concerns.	Principal, Grade level Assistant Principals	08/08/05	05/26/06
3. Utilize the discipline progression plan (detention hall, Saturday School, SCSI), by grade level administrators as interventions prior to out-of-school suspensions.	Principal, Grade level Assistant Principals	08/08/05	05/26/06
4. Implement the use of Attendance and/or behavior contracts to provide corrective action.	Principal, Grade level Assistant Principals	08/08/05	05/26/06
5. Provide information regarding student discipline to parents through print material, the school website, and the Parent Resource Centers.	Principal, Grade level Assistant Principals,	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

This goal will be evaluated when the Out-of-School Suspension Rate from the 2005-2006 school year are compared with the Out-of-School Suspension Rate of the 2004-2005 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"/>

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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 by participating in the Enhancing Education Through Technology cohort.

### ***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, 30 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 153, 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 2005-2006 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 would raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 30 to 45.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Select teachers from across the curriculum (on a first come, first serve basis), to participate in the five day Enhancing Education Through Technology workshop.	Assistant Principal of Curriculum, Technology Coordinator	08/08/05	05/26/06
2. Implement the sharing of strategies and best practices in using technology for instruction via department and faculty meetings.	Assistant Principal of Curriculum, workshop participants, Department Chairs	08/08/05	05/26/06
3. Review teacher lesson plans to reflect one technology-based assignment each marking period.	Assistant Principal of Curriculum	08/08/05	05/26/06
4. Create a standards-based lesson plan bank for the inclusion of technology in the classroom to be available for the instructional faculty.	Assistant Principal of Curriculum, workshop participants	08/08/05	05/26/06
5. Create a resource center with journals, software, multi-media equipment, and other resource materials to support the infusion of technology in the classroom.	Assistant Principal of Curriculum, Technology Coordinator	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Selected teachers from across the curriculum will be invited to participate in the Enhancing 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. Additional 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"/>

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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 data from the 2004-2005 school year, 92% of students, or 1,234 students, in Physical Education classes participated in the FITNESSGRAM program. Further analysis indicates that of those numbers, 62%, or 765 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 2005-2006 Physical Fitness test results with data from the 2004-2005 school year; therefore, 65% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a site-developed pre and post test to determine baseline measures and program direction.	Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education teachers	08/08/05	05/26/06
2. Utilize the Carol M. White Physical Education Program Grant equipment to enhance physical fitness levels.	Assistant Principal of Curriculum, Physical Education Department Chair	08/08/05	05/26/06
3. Develop an action plan to insure input from the department and which will be reflected in the Professional Development Plan's of the department.	Assistant Principal of Curriculum, Physical Education Department Chair	08/08/05	05/26/06
4. Create lesson plans that will document time devoted to cardiovascular, flexibility, and muscular strength and endurance improvement.	Assistant Principal of Curriculum, Physical Education teachers	08/08/05	05/26/06
5. Create and distribute a newsletter for students and parents devoted to the promotion of healthy lifestyles.	Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Department	08/08/05	05/26/06

## 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 2005-2006 school year and the results of the 2004-2005 school year. Additionally, site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluationtion.

## 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 Culinary Arts Program will partner with Burger King Corporation to provide students enrolled in culinary arts with knowledge and skills on product development process, marketing strategies, and advance product assessment.

### ***Needs Assessment***

Because of the recent relocation of the Burger King Corporation and the company's interest in becoming a Dade Partner, Coral Gables Senior High was approached. As a result of this initial meeting, a partnership was developed wherein students will gain structured exposure to the corporate world. Through this cooperative agreement, both agencies are better able to assist students in the many career opportunities available in the hospitality and management field.

## Measurable Objective

Students in the Culinary Arts Program, in partnership with Burger King Corporation, will participate in product development and marketing of actual Burger King products to be made available throughout the country.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the use of field trips to Burger King Corporation to receive training on product development, research, and marketing.	Assistant Principal of Curriculum, Culinary Arts teacher	8/8/05	5/26/06
2. Organize guest speakers from Burger King Corporation to provide students with background knowledge on the industry.	Assistant Principal of Curriculum, Culinary Arts teacher	8/8/05	5/26/06
3. Provide, in conjunction with Burger King Corporation, students with internship opportunities to further enhance knowledge and skills.	Assistant Principal of Curriculum, Culinary Arts teacher	8/8/05	5/26/06
4. Administer scheduled assessments to measure student group progress.	Assistant Principal of Curriculum, Culinary Arts teacher	8/8/05	5/26/06
5. Conduct student-driven surveys among student body to project possible product outcome.	Assistant Principal of Curriculum, Culinary Arts teacher	5/26/05	8/8/06
6. Assign student teams to develop a product template to be presented to Burger King Corporation.	Assistant Principal of Curriculum, Culinary Arts teacher	8/8/05	5/26/06

### Research-Based Programs

Not Applicable

### Professional Development

The Culinary Arts teacher will attend trainings with Burger King Corp. to prepare and assist in meeting program goals.



## **Evaluation**

This objective will be evaluated by the successful completion of product development for the Burger King Corporation. Because this is a pilot program, stakeholder feedback will be utilized to determine program direction.

## 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"/>

*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 10 STATEMENT:**

Coral Gables Senior High School will improve its ranking in the Return On Investment (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 2003-2004, Coral Gables Senior High School ranked at the 84th percentile on the State of Florida ROI index. This report also indicates that Coral Gables Senior High School is in the 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 from the 84th percentile in 2003 to the 90th percentile in the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase awareness of the use of financial resources in relation to school programs.	Principal, Assistant Principals, Department Chairs	08/08/05	05/26/06
2. Network among school learning community and district personnel to enhance resource allocation.	Principal, Assistant Principals	08/08/05	05/26/06
3. Research avenues to increase the number of Dade Partners and business relationships within the broader learning community.	Principal, Assistant Principals	08/08/05	05/26/06
4. Establish a plan of action to create with community agencies or private organizations income producing shared use of facilities opportunities.	Principal, Assistant Principals	08/08/05	05/26/06
5. Monitor FTE allocations, and the use of AP monies and the subsequent impact on student learning gains.	Principal, Assistant Principals	08/08/05	05/26/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated by a documented progression toward reaching the eighty-fifth percentile on the ROI index.

## 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 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 11 STATEMENT:***

Coral Gables Senior High School will show an increase of one percentage point in the graduation rate when data from the 2005-2006 school year is compared with the 2004-2005 school year.

### ***Needs Assessment***

Results from the Adequate Yearly Progress Report indicate that 69% 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, 61% of the African American subgroup met graduation requirements, 67% of the Hispanic subgroup met graduation requirements, 64% of the Economically Disadvantaged subgroup met graduation requirements, 53% of Limited English Proficiency subgroup met graduation requirements, and 50% 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 Senior High School will show an increase in the graduation rate as evidenced by 70% of seniors meeting graduation requirements.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Organize a Senior Parent Night where the Student Services Department will disseminate information regarding graduation requirements.	Assistant Principal of Curriculum, Student Service Department Chair, Student Services Department	08/08/05	09/30/05
2. Schedule meetings with Counselors and students, via the English classes, twice each year to disseminate information regarding high school graduation requirements.	Assistant Principal of Curriculum, Student Services Department Chair, Student Services Department	08/08/05	05/26/06
3. Include on the school website material notifying parents and students of information relative to graduation and academic success.	Assistant Principal of Curriculum, School Webmaster	08/08/05	05/26/06
4. Provide information relative to student academic success and graduation requirements in both Parent Resource Centers.	Assistant Principal of Curriculum, Student Service Department Chair	08/08/05	05/26/06
5. Continue to follow District guidelines governing parent contact relative to academic performance, discipline issues, and attendance record by all instructional personnel.	All Assistant Principals	08/08/05	05/26/06

## 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 2005 graduation rate with the 2004 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 purchases various textbooks as well as textbooks and materials unique to the remedial reading program have been funded by the EESAC. The EESAC has also purchased software to enhance performance on standardized tests.

### ***Technology:***

The EESAC allocates Technology funds which are allocated for 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 periodically services the staffing procedures through its established curriculum committee. 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 for support services 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 equipment to be used for International Baccalaureate program presentations so as to promote interest in the school's magnet program.

***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 recommend action, which they deem necessary to improve the safety factors within and around the school and changes to improve attendance policies and procedures.



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*