
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7101 - Coral Reef Senior High School

FeederPattern: Miami Sunset Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Adrienne Leal

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Coral Reef Senior High School

Coral Reef Senior High School is a unique four-year mega-magnet high school comprised of six academies: International Studies/International Baccalaureate; Business/Finance; Agriscience/ Engineering Technology; Leisure Medicine/Health Sciences; Visual/Performing Arts; and Legal/ Public Affairs. In addition to the academic magnet academies, a comprehensive program of activities and athletics is available to all students. Coral Reef maintains close ties with numerous community professionals, businesses, and agencies. Since the students have all applied to attend (and subsequently been selected by lottery) and parents/community totally support school programs, an environment exists which promotes high levels of academic achievement in all of the diverse academy special fields, positive self-esteem for all students, a commitment to the school and outside community, and preparation for future success in the fields of the students' choice.

Though Coral Reef Senior High School has met all of its objectives, shown consistent increase in student achievement over the last several years, and achieved adequate yearly progress, there will always be room for improvement. ESE and LEP students have actively been recruited and have applied to this school, though most have not been chosen by the lottery to attend. Also, there are other academy-based schools in the area which provide competition for the most motivated students. Coral Reef accepts that challenge and will continue to provide a quality, world-class education for all members of its diverse student body.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 68 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 91 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade ten will maintain their writing skills as evidenced by 99 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eleven will improve science skills as evidenced by an increase in the mean scale score to 309 as documented by the 2006 FCAT Science Test.

Given the district's strict guidelines for school volunteers, the number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School in 2005-2006 will increase by 89 hours over the 8,922 hours served in 2004-2005, as documented by the information submitted for the Golden School Award in 2006.

In response to the Jessica Lunsford Act and increased safety measures taken by Coral Reef Senior High School, the school will maintain or exceed the parent, student, and staff 2005 School Climate Survey scores, 94, 90, and 90 percent, respectively, related to school safety as documented by the 2006 School Climate Survey.

As a result of the installation of permanently-mounted LCD projectors in all classrooms, excluding the gymnasium and dance rooms where they might pose a safety risk, the score on the "Student Access to Technology" portion of the 2005 STaR Survey will meet or exceed the score for the same category on the 2004 STaR Survey (3.5).

Given instruction in physical fitness and provided with use of the new and existing equipment, students will improve their health and fitness as evidenced by an increase in the number of award recipients from 21 percent in 2005 to 24 percent in 2006 as measured by the FITNESSGRAM.

In 2005-2006, Coral Reef Senior High School will maintain or exceed the 46 elective sections open to students of all academies in 2004-2005, as documented by the master schedules from both years.

On the next publication of the State of Florida ROI index, Coral Reef Senior High School will maintain or exceed its ranking in 98th percentile on the 2003-2004 publication.

Coral Reef Senior High School will improve its graduation rate from 91 percent as stated on the 2005 Florida Department of Education's Adequate Yearly Progress Report to 92 percent as stated on the 2006 Adequate Yearly Progress Report.

The District Strategic Planning Alignment category received the lowest score on the Organizational Performance Improvement Snapshot assessment, indicating that faculty and staff do not feel that they have sufficient input into planning the school's objectives. Efforts will be increased to educate them on the process, reminding them of the opportunities for input and of their access to department chairs, lead teachers and administrators, as well as the district's role in planning.

The indicator receiving the lowest score in the assessment involved knowledge of the school's financial well-being. The school budget and other financial issues are discussed at EESAC meetings which are open to all stakeholders, occur regularly, and are publicized well in advance. Efforts will be increased to ensure that all faculty and staff members are aware of the financial health of Coral Reef Senior High school.

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 Reef Senior High School

VISION

Coral Reef is a creative place where students feel safe and are enthusiastic about learning and participating in school activities. A variety of curricular offerings, theme-based academies, extracurricular activities, and athletic programs provides students with meaningful, well-rounded educational experiences.

MISSION

The mission of Coral Reef Senior High School, in partnership with all of its stakeholders, is to create a community of learners who embrace their diversity; yet work together, united by a common purpose, to acquire the knowledge and skills required for success as citizens of a global society.

CORE VALUES

Community Involvement

Life-Long Learning

Student Character

Learning is a Partnership

Diversity

School Demographics

Coral Reef's student body is diverse, consisting of 2954 students, approximately 23.5 percent of whom are white, 23.7 percent African-American, 45.1 percent Hispanic, and 7.7 percent Asian/Multiracial. There are 477 gifted students, and 97 students enrolled in the Exceptional Student Education (ESE) program with exceptionalities such as learning disabled, autism, emotionally handicapped, and other health impaired. Approximately 31 percent of the total student body is currently receiving free or reduced priced meals. All but one member of the Class of 2005 in the standard curriculum group received a high school diploma, and 89 percent of the seniors in the International Baccalaureate/International Studies (IB/IS) Program received the prestigious IB Diploma. In addition, there are five administrators, 10 counselors, including a TRUST counselor and a College Assistance Program (CAP) advisor, six lead teachers, an Athletic Director, an Activities Director, a Technology Coordinator, 25 language arts teachers, 18 math teachers, 19 science teachers, 19 social studies teachers, 11 foreign language teachers, 13 fine arts teachers, 16 vocational teachers, six ESE teachers, and four physical education teachers. Our administrators, faculty, and counselors are diverse as well, with 22.8 percent African-American, 27.6 percent Hispanic, 49.0 percent white, and 0.7 percent Asian/Multiracial, 66.2 percent are female and 33.8 percent are male. Over the last five years, Coral Reef's average attendance has ranged from a low of 95.5 percent to a high of 96.5 percent in 2004. The average attendance for 2005 was 96.1 percent. Coral Reef Senior High School once again has received an "A" in the Governor's A+ Plan for the fifth time in the last six years. In addition, it was ranked 13th in the nation by Newsweek magazine in their list of the country's top 100 high schools. Parent involvement is not a problem at Coral Reef where there are 21 active parent booster clubs as well as a fully-functional PTSA and EESAC.

School Foundation

Leadership:

The administration, faculty and staff of Coral Reef Senior High School believe that the school's leadership sets the direction of the school, creating a positive environment that is conducive to learning. The survey's overall score for this category was 4.2, indicating that a substantial majority of the employees strongly agree or agree with the seven items involved in this category. Item 1a in this survey scored higher than any other statement in the entire survey, indicating that the employees at Coral Reef are confident that they know what the school is trying to accomplish. Our mission statement was developed by all stakeholders, including parents, students and community members and reflects the beliefs of this learning community. Item 1g, scoring 3.7, was the only item in this category to score below 4.0. Even though a majority of respondents felt that they had adequate opportunities for input into the school's decision-making process, there were a few staff members who felt that their organization did not ask them what they think.

District Strategic Planning Alignment:

This category had the lowest average score of the categories overall, scoring 3.9. Though this is still a positive score, its position relative to the others indicates the need for reflection and action taken to change the reality or the perception that the employees are not involved in the development of the school's goals and objectives. The lowest scoring of the three indicators involved the organization's request for individuals' ideas and input as it plans for the future. Coral Reef has had a representative style of leadership since it opened in 1997, in which faculty and staff members discuss various topics at departmental meetings, and the results of those discussions are taken to the Curriculum Council for further discussion and action. The Curriculum Council is composed of administrators, department chairs, lead teachers, the Activities Director, the Athletic Director, and the Technology Coordinator. This group is responsible for many of the strategic planning decisions of the school, which are then taken before the EESAC for final discussion prior to acceptance or revision. In this form of leadership, all stakeholders have an opportunity for a voice in the decision-making process, much like our own democratic government. Individuals are always free to visit with members of the administration to voice their opinions or provide additional information. Administrative doors are always open. Finally, some of the dissatisfaction may arise from the many federal, state, and district laws and mandates over which many employees feel that they have little input or control.

Stakeholder Engagement:

The five questions regarding customer and market focus make up this section of the survey and yielded the second-highest overall score. It is obvious that faculty and staff understand their responsibilities to the students and parents as well as the importance of maintaining close contact with both. The high score (4.2) on question 3e indicates that the faculty and staff feel that there is little interference with their decisions regarding solutions to "customers' " problems. The lowest score in this focus area resulted from the question regarding how frequently the faculty and staff question their customers' satisfaction with their (Coral Reef employees) work. Though the score for this item was 4.0, meaning the employees "frequently" ask about the customers' satisfaction, the relatively low score probably indicates the lack of necessity to ask the question, since most customers do not wait to be asked before volunteering that information, particularly if they are not happy with the situation.

Faculty & Staff:

As with all other categories, the overall response by employees at Coral Reef was very positive – 4.1, indicating that a significant majority either strongly agree or agree with the statements on the survey, all of which were stated in positive terms. They feel that the workplace is safe, that they are free to make changes to improve their job performance, and that they work cooperatively with their colleagues, functioning as a team. The lowest scores concerned the perception that their supervisors did not sufficiently encourage them to develop job skills which would advance their careers, and that they were not sufficiently recognized for the job that they were doing. Even these scores were still in the positive range, 3.9 and 3.8, respectively. In an organization like a high school with over 200 employees, it is not surprising that some feel unrecognized for their hard work. However, this is an area where an opportunity for improvement exists. It should be noted here, that as a result of the school's continuing "A" status, every full and part-time employee completing the 2004-2005 school year received either a full or half share of the School Recognition Funds, and every employee new to the school in 2005-2006 received \$50.00. This includes administrators and faculty as well as clerical, security, custodial, and cafeteria employees. We all are a necessary part of the team, and our hard work contributes to the success of the school.

Data/Information/Knowledge Management:

For several years, data-driven decision making has been employed at our school. It is apparent that faculty and staff at our school are comfortable using various forms of data and information, since this focus received the highest overall score, 4.4 out of a possible 5. Employees feel that they are getting the information necessary to do their work. They also feel that they are quite capable of determining the quality of their work and reviewing it in order to determine necessary changes. They are aware of how their data and decisions fit into the school's overall measures of improvement and feel that they are kept abreast of the school's progress in achieving its objectives.

Education Design:

Both Process Management and Business Design received overall scores of 4.1 out of 5. Employees feel that the staff acts ethically and maintains high standards and that their work meets requirements for high quality and excellence. They also report a high degree of job satisfaction. They feel that they get all of the resources necessary to do their jobs, but they are unsure about their organization's financial health (3.3.) It is not clear whether the employees are referring to the school's financial well-being or the district's. It is doubtful that employees are concerned about the school's financial transactions, since students have consistently received needed textbooks and instructional materials, departments have received sufficient funding for supplies, Coral Reef's network and computers have been updated and wish-list items have been supplied.

Performance Results:

Coral Reef is an all-magnet, full service high school with minimal entrance requirements and a commitment to student achievement and success. All but one of Coral Reef's 699 seniors in the class of 2005 received a diploma last summer, and our attendance rate has hovered between 96 and 97 percent for the last several years. Ninety-seven percent of the students in grade ten passed the 2005 High School Graduation Test in mathematics and 81 percent passed the 2005 High School Graduation Test in reading. Sixty-seven percent of the students in grade nine and 63 percent of the students in grade ten scored at FCAT Level 3 or above in reading, reaching state mastery. In mathematics, 86 percent of the students in grade nine and 90 percent of the students in grade ten scored at FCAT Level 3 or above, reaching state mastery. Fifty-seven percent of Coral Reef's struggling students made learning gains in reading and all NCLB sub-groups made Adequate Yearly Progress. For the fifth time in six years, Coral Reef Senior High School received an "A" in the Governor's A+ program.

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

GOAL 1 STATEMENT:

All students will demonstrate mastery of the Sunshine State Standards in Reading.

Needs Assessment

The number of students in both ninth and tenth grades scoring below Level 3 on the 2005 FCAT Reading Test decreased by four percent and two percent, respectively, compared to the scores on the 2004 FCAT, indicating that more students are reaching mastery. The number of students in grades nine and ten scoring at Level 3 or higher on the 2005 FCAT Reading Test increased to 67 percent and 63 percent, respectively, confirming improved achievement at all levels. All subgroups identified in the NCLB Act made Adequate Yearly Progress, and 81 percent of the students in grade ten passed the 2005 FCAT Graduation Test on the first attempt. Even though these scores are impressive, there will be room for improvement until all students reach mastery and pass the FCAT Graduation Test on the first attempt. All strategies for this goal are designed to improve: instruction, the rigor of the curriculum, and achievement at all levels for all 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 68 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage attendance at Saturday FCAT tutoring for all Level 1 and 2 students in grades nine and ten as well as students in grades eleven and twelve who have not passed the FCAT Reading Test, closely monitoring attendance and progress, providing feedback to parents, lead teachers, teachers, counselors and administrators.	Asst. Principal for Curriculum, Department Chairs	8/20/2005	3/4/2006
Collect samples of student work which demonstrate students' critical reading skills from all teachers across the curriculum.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Utilize student data such as FCAT, PSAT, SAT scores, and student grades as well as teacher recommendations to identify students who should attempt higher level classes and encourage those students to register for the highest level classes in which they can be successful.	Asst. Principal for Curriculum, Language Arts Department Chair, Student Services Department Chair	1/2/2006	3/31/2006
Utilize strategies and materials which are currently available in Advanced Placement classes to provide a more rigorous curriculum for all students at all levels.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Provide annual subscriptions to Questia, an on-line library of books, journals, magazines, newspapers and encyclopedias for all IB, AP English Language, AP English Literature and/or Debate students to increase access to research materials and facilitate improvement in writing skills.	Asst. Principal for Curriculum, Language Arts Department Chair	8/8/2005	5/24/2006
Encourage teachers to incorporate SAT Online, a program from the College Board, into plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Asst. Principal for Curriculum, Mathematics Department Chair	8/8/2005	5/24/2006
Continue to utilize the Inclusion Model where possible for students with disabilities in language arts classes. Where inclusion is not possible, implement the Read 180 program to improve	Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair	8/8/2005	5/24/2006

reading skills and overall achievement.			
Provide opportunities for teachers across the curriculum to plan collaboratively, focusing on vertical and horizontal teaming to align curriculum.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Construct subject and level-specific exams to assess core skills and information that teachers deem necessary on semester and final exams.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006

Research-Based Programs

The state-adopted Holt Rinehart textbook series and Read 180.

Professional Development

Staff development programs will be conducted which include sharing best practices, more effective use of block scheduling, alternative strategies for improving student achievement and providing support for struggling students, and ideas for project-based learning. Vertical and horizontal team meetings as well as grade-level meetings (as appropriate) will be held regularly.

Evaluation

Sixty-eight percent of students will meet high standards in reading as evidenced by scores on the 2006 FCAT Reading Test. Teacher-created formative and summative evaluations and scores on the 2006 AP Literature Test will also be used.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

All students will demonstrate mastery of the Sunshine State Standards in Mathematics.

Needs Assessment

The number of students in both ninth and tenth grades scoring below Level 3 on the 2005 FCAT Mathematics Test decreased one percent and two percent respectively compared to the scores on the 2004 FCAT, indicating that more students are reaching mastery. In addition, the number of students in grades nine and ten scoring at Level 3 or higher on the 2005 FCAT Mathematics Test increased to 86 percent and 90 percent respectively, confirming improved achievement at all levels. All subgroups identified in the NCLB Act made Adequate Yearly Progress, and 97 percent of the students in grade ten passed the 2005 FCAT Graduation Test on the first attempt, an increase of two percent over the 2004 passing rate. Even though these scores are impressive, there will be room for improvement until all students reach mastery and pass the FCAT Graduation Test on the first attempt. All strategies for this goal are designed to improve instruction, monitor student achievement, improve the rigor of the curriculum, and improve achievement at all levels for all 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 91 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collect and assess samples of student work from across the curriculum to document the implementation of strategies included in the School Improvement Plan.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Encourage attendance at Saturday FCAT tutoring for all Level 1 and 2 students in grades nine and ten as well as students in grades eleven and twelve who have not passed the FCAT Mathematics Test, closely monitoring attendance and progress, providing feedback to parents, lead teachers, teachers, counselors and administrators.	Asst. Principal for Curriculum, Mathematics Department Chair	8/20/2005	3/4/2006
Continue to use departmental midterm and final exams to help ensure adequate instruction in and mastery of all mathematics Sunshine State Standards.	Asst. Principal for Curriculum, Mathematics Department Chair	8/8/2005	5/24/2006
Utilize strategies and materials commonly available in Advanced Placement classes across the curriculum to provide a more rigorous program of instruction for all students.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Utilize student data such as FCAT scores and student grades to identify students who should attempt higher level classes and encourage those students to register for the highest level classes in which they can be successful.	Asst. Principal for Curriculum, Mathematics Department Chair, Student Services Department Chair	1/2/2006	3/24/2006
Encourage teachers to incorporate SAT Online, a program from the College Board, in their lesson plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Asst. Principal for Curriculum, Mathematics Department Chair,	8/8/2005	5/24/2006
Continue to utilize the Inclusion Model where possible for students with disabilities in mathematics classes.	Asst. Principal for Curriculum, Mathematics Department Chair, Special Education Department Chair	8/8/2005	5/24/2006
Provide opportunities for teachers across the curriculum to plan collaboratively, focusing on	Asst. Principal for Curriculum, Department Chairs	8/24/2005	5/24/2006

vertical and horizontal teaming to align curriculum.	
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Research-Based Programs

Riverdeep web-based mathematics software, state-adopted textbooks from Prentice Hall for algebra, Houghton Mifflin for pre-calculus, Glencoe for analysis of functions, Key Curriculum for geometry, and Wiley for calculus.

Professional Development

Staff development programs will be conducted which include sharing best practices, more effective use of block scheduling, alternative strategies for improving student achievement and providing support for struggling students, and ideas for project-based learning. Vertical and horizontal team meetings as well as grade-level meetings (as appropriate) will be held regularly.

Evaluation

Ninety-one percent of students will meet high standards in mathematics as evidenced by scores on the 2006 FCAT Mathematics Test. In addition, internal quarterly assessments and teacher-created formative and summative evaluations will be used.

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

GOAL 3 STATEMENT:

Each student will demonstrate proficiency in writing about different topics in a variety of formats while developing his/her writer's voice.

Needs Assessment

Ninety-nine percent of the tenth grade students taking the 2005 FCAT Writing Test met state standards in writing. One percent of students (approximately 7 students) achieved a score of 3.0, while 99 percent achieved a score of 3.5 or higher (approximately 687 students.) In addition, 36 percent of the students achieved a score of 5.0 or higher. Although these scores are quite impressive and all students are proficient, writing skills can always improve.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will maintain their writing skills as evidenced by 99 percent of the students reaching the state-required mastery level as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Participate in essay writing contests.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Continue to allocate 30 minutes per day for student-selected independent reading across the curriculum in order to broaden students' schema and vocabulary.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Provide annual subscriptions to Questia, an on-line library of books, journals, magazines, newspapers and encyclopedias for all IB, AP English Language, AP English Literature and/or Debate students to increase access to research materials and facilitate improvement in writing skills.	Asst. Principal for Curriculum, Language Arts Department Chair	8/8/2005	5/24/2006
Encourage teachers across the curriculum to incorporate SAT Online, a program from the College Board, in their lesson plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Administer district-provided pre- and post-FCAT writing assessments to students in grades nine and ten, analyzing the data to determine students' needs.	Asst. Principal for Curriculum, Language Arts Department Chair	8/8/2005	5/24/2006
Encourage teachers across the curriculum to incorporate the use of district-provided databases into classroom instruction in order to enhance students' research skills and literacy as well as provide opportunities to develop their "writer's voice."	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Continue to utilize the Inclusion Model, where possible for students with disabilities in language arts classes.	Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair	8/8/2005	5/24/2006

Research-Based Programs

The state-adopted Holt Rinehart textbook series.

Professional Development

Regular professional development programs will be conducted to provide strategies to improve teachers' delivery of writing instruction in all classes whether for FCAT, AP and honors classes, or for college preparation in all disciplines.

Evaluation

2006 FCAT Writing Test scores will be maintained at 99 percent of students meeting high standards in writing. District pre/post FCAT writing scores, lists of contests entered, as well as samples of students' writing from language arts and other core curriculum classes will also be used.

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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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will demonstrate mastery of the Sunshine State Standards in Science in preparation for becoming scientifically responsible adults.

Needs Assessment

Coral Reef Senior High School scored fifth highest in the district on the 2006 FCAT Science Test, outscored only by MAST Academy, Design and Architecture Senior High School, New World School of the Arts, and Palmetto Senior High School. Nevertheless, Coral Reef's mean scale score was 306, a 13-point decrease from the 2004 FCAT Science Test. This score is difficult to interpret since the 2004 test was administered to tenth grade students, and the 2005 test was administered to eleventh grade students. There are no levels defined to assist in gauging student achievement, so we must rely on scores relative to other schools. It is unclear whether the gap between instruction in earth/space science (for most, an eighth grade class) and the test in eleventh grade was a factor in the mean scale score's decrease. An additional factor may have been test fatigue, as this test was administered close to the end of the testing window, and these students had taken the same test the previous year as tenth graders. Regardless of the speculation about causes for the decrease in score, additional steps must be undertaken in all science disciplines to assist students in their review of all science benchmarks in order to improve student achievement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eleven will improve science skills as evidenced by an increase in the mean scale score to 309 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the use of hands-on laboratory experiences and project-based learning in order to accommodate different learning styles and maximize student achievement.	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006
Collect samples of student work which supports instruction in the SSS benchmarks across the curriculum.	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006
Provide time for teachers to plan collaboratively in order to align science curriculum horizontally and vertically.	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006
Provide tutoring opportunities for struggling science students outside of the normal classroom experience, utilizing traditional tutoring methods as well as district-provided, web-based resources such as Riverdeep.	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006
Document coverage of annually-assessed and subject-specific Sunshine State Science Standards in all ninth, tenth, and eleventh grade classes.	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006
Utilize student data such as FCAT scores and student grades to identify students who should attempt higher level classes and encourage those students to register for the highest level science classes in which they can be successful.	Asst. Principal for Curriculum, Science Department Chair, Student Services Department Chair	1/2/2006	5/24/2006
Encourage teachers to incorporate SAT Online, a program from the College Board, in their lesson plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Asst. Principal for Curriculum, Department Chairs	8/8/2005	5/24/2006
Schedule science classes for regular students and students with disabilities during the same period where possible, to facilitate collaboration between teachers and students in those classes.	Asst. Principal for Curriculum, Science Department Chair, Special Education Department Chair	8/8/2005	5/24/2006
Construct subject and level-specific exams to assess core skills and information that teachers	Asst. Principal for Curriculum, Science Department Chair	8/8/2005	5/24/2006

deem necessary on semester and final exams.	
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Research-Based Programs

Riverdeep web-based software for science instruction, state-adopted textbooks from Prentice Hall for earth/space science, Addison Wesley for biology, Scott Foresman for physical science, and Holt, Rinehart and Winston for chemistry.

Professional Development

Regular professional development meetings will be conducted which will focus on sharing best practices, capitalizing on different learning styles, effective uses of block scheduling, ideas for project-based learning, and increased use of technology in the classroom.

Evaluation

Results on the 2006 FCAT Science Test will indicate an increase of 3 points over the average mean scale score on the 2005 FCAT Science Test. In addition, lesson plans, teacher-created chapter tests, samples of student work, midterm and final exams, and benchmark coverage logs will be used to evaluate progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

The school, in partnership with parents, endeavors to create a community of learners who work together to achieve academic excellence in preparation for success as citizens of a global society.

Needs Assessment

Coral Reef continues to enjoy a very high level of parental involvement and support, contributing greatly to the academic success of our students. Since passage of the Jessica Lunsford Act, guidelines for volunteers and tradepersons who must work on campus have become even more restrictive. Our parents continue to apply for volunteer authorization, but the processing time is very slow. As a result, schools must increasingly find ways to involve parents in their children's education that don't involve the necessity for background checks and fingerprinting. Schools should also make every effort to expedite the processing of volunteer applications while encouraging parents to continue to participate in their children's educational experiences.

Measurable Objective

Given the district's strict guidelines for school volunteers, the number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School in 2005-2006 will increase by 89 hours over the 8,922 hours served in 2004-2005, as documented by the information submitted for the Golden School Award in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an employee to serve as volunteer liaison, in order to maintain accurate records, interface with the district as necessary, and expedite the clearance process wherever possible.	Asst. Principal	8/8/2005	5/24/2006
Recruit members, conduct meetings, and provide support for the 21 active booster clubs at Coral Reef Senior High School.	Asst. Principal, Lead Teachers, Coaches, Faculty Members	8/8/2005	5/24/2006
Provide easy access to the appropriate forms by providing links in several sections of the Coral Reef website.	Asst. Principal, Technology Coordinator	8/8/2005	5/24/2006
Announce meetings for parents and students during the morning television broadcast, on a closed circuit television channel scrolling throughout the day, on the scrolling marquee in front of the school, on the school's website and on school calendars.	Asst. Principal, Activities Director, Technology Coordinator, Broadcast Journalism Teacher	8/8/2005	5/24/2006
Provide 24-hour access to students' real-time grades and attendance through the Student Information System on the school's website.	Asst. Principal, Technology Coordinator	8/8/2005	5/24/2006
Publish an on-line newsletter which provides parents and the community with information about educational resources available to our students, activities, competitions and sports in which our students participated and honors earned by our students.	Asst. Principal, Technology Coordinator	8/8/2005	5/24/2006
Meet with parents and staff to discuss the new guidelines for volunteers and the their implementation.	Asst. Principal, Volunteer Liaison	8/8/2005	9/30/2005
Support the PTSA by providing workspace and materials for the PTSA officers when they are on campus and by assisting recruitment efforts targeting students, faculty, and staff members.	Asst. Principal	8/8/2005	5/24/2006

Provide meeting opportunities such as Ninth Grade Registration, Ninth Grade Orientation, Academy Night, the Magnet Fair, the College Fair, Open House, recruitment meetings and articulation in order to increase communication and to disseminate important information regarding the various academies, courses, and programs available at Coral Reef Senior High School.	Asst. Principal, Lead Teachers, Faculty Members	8/8/2005	5/24/2006
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Research-Based Programs

Our Parent involvement program is aligned with the National Standards for Parent/Family Involvement.

Professional Development

Professional development activities for faculty and staff will be designed and held, using ideas and methods from *Overcoming Barriers to Parent Involvement*, (U.S. Department of Education, 2000,) and the National Standards for Parent/Family Involvement.

Evaluation

The number of volunteer hours will increase by 89 hours over the 8,922 hours served in 2004-2005, as documented by the information submitted for the Golden School Award in 2006. In addition, meeting logs and agendas from various booster clubs, EESAC, and PTSA, as well as the volunteer log-in book will be used for documentation.

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 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 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for all students in preparation for their entry into the workforce.

Needs Assessment

Coral Reef is fortunate to have few very serious discipline problems which disrupt the learning environment. According to the School Climate Survey, 94 percent of the parents, 90 percent of the students, and 90 percent of the staff members feel that the school is safe. Recent incidences where children have been seriously harmed have made communities very aware of the importance of providing them with safe environments. The passage of the Jessica Lunsford Act has compelled schools and the community to assess safety issues, identify potential problems, and take a proactive approach to school safety.

Measurable Objective

In response to the Jessica Lunsford Act and increased safety measures taken by Coral Reef Senior High School, the school will maintain or exceed the parent, student, and staff 2005 School Climate Survey scores, 94, 90, and 90 percent, respectively, related to school safety as documented by the 2006 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Install surveillance cameras to monitor the school grounds, the buildings, and facilities to prevent theft, vandalism, and/or bodily harm from occurring while students and staff are present.	Principal, School Resource Officer, Asst. Principal, Head Security Monitor	8/8/2005	5/24/2006
Assign security personnel at the main entrance of the school to gather information on, and sign in visitors to the school campus while school is in session.	Asst. Principal, School Resource Officer, Head Security Monitor	8/8/2005	5/24/2006
Install and implement new security software that will obtain information from drivers' licenses or other picture I.D.'s, process this information to identify potential problems, and notify the security monitor of the threat. The software will also provide an ongoing record of school visitors.	Asst. Principal, School Resource Officer, Head Security Monitor	8/8/2005	5/24/2006
Continue to enforce district policies requiring faculty, staff, students, and visitors to wear identification badges.	Asst. Principal, Technology Coordinator, Head Security Monitor	8/8/2005	5/24/2006

Research-Based Programs

Measures to achieve the discipline/safety objective are aligned with the Florida Department of Education Statewide Policy for Strengthening Domestic Security in Florida's Public Schools – Approval Date: October 10, 2003.

Professional Development

Training sessions will be held for staff who will monitor the surveillance cameras and who will use the security software at the gate to the school campus.

Evaluation

The school will maintain or exceed the parent, student, and staff 2005 School Climate Survey scores related to school safety as documented by the 2006 School Climate Survey.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Promote equitable and universal student access to contemporary technology-based learning tools including the internet, computers, instructional software, and specialized digital tools (such as science probes, video and/or sound recording devices, and presentation equipment).

Needs Assessment

Until recently, much of the technology at the school had not been replaced since the school opened in 1997. A major effort has been undertaken to upgrade the school's network and replace obsolete equipment and software with state-of-the-art computers, digital cameras, sound equipment and software. However, there are many more requests for portable LCD projectors or computer labs than the school can accommodate on any given day. When asked for a wish list at the end of the last school year, a majority of the faculty respondents asked for a projector.

Measurable Objective

As a result of the installation of permanently-mounted LCD projectors in all classrooms, excluding the gymnasium and dance rooms where they might pose a safety risk, the score on the “Student Access to Technology” portion of the 2005 STaR Survey will meet or exceed the score for the same category on the 2004 STaR Survey (3.5).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all students with access to LCD projectors in their classrooms in order to display products from individual or group projects.	Asst. Principal, Technology Coordinator	8/8/2005	5/24/2006
Provide all students with access to technology-based learning tools, such as web-based software including Riverdeep, Questia, and FCAT Explorer, and SAT Online, as well as productivity software such as Inspiration and the Microsoft Office Suite.	Asst. Principal, Technology Coordinator	8/8/2005	5/24/2006
Provide technical training on the use of the LCD projectors for all staff members.	Asst. Principal for Curriculum, Department Chairs, Technology Coordinator	10/11/2005	12/16/2005
Provide professional development for teachers focusing on the development of lesson plans incorporating technology for both teachers and students.	Asst. Principal for Curriculum, Department Chairs, Technology Coordinator	8/8/2005	5/24/2006
Provide all students, faculty and office staff with network and e-mail accounts to increase productivity, communication, and achievement. Encourage teachers and students to use e-mail for sending and receiving assignments, reminders, and other necessary communications.	Asst. Principal, Department Chairs, Technology Coordinator	8/8/2005	5/24/2006
Provide all stakeholders with information on the school’s website including news relating to students’ awards and achievements, 24-hour access to students’ grades and attendance, descriptions of upcoming events, and important dates for activities and sporting events.	Asst. Principal, Technology Coordinator, Webmaster	7/1/2005	6/30/2006
Provide parents with the opportunity to receive regular weekly or monthly progress reports for their son or daughter via e-mail.	Asst. Principal, Technology Coordinator, Webmaster	8/8/2005	5/24/2006
Ensure that adequate technical support is available to prevent or minimize disruptions in technology availability.	Asst. Principal, Technology Coordinator	7/1/2005	6/30/2005

Research-Based Programs

Our technology program is aligned with the National Educational Technology Standards (NETS).

Professional Development

Technology-focused professional development is ongoing. Workshops will be provided to teach members of the faculty how to use the projectors, including ideas and samples on integrating them into lessons across the curriculum. The technology mentor will train a cohort of faculty members in the use of several different instructional software programs. The members of this cohort will be responsible for authoring lesson plans incorporating these programs into their curriculum and subsequently teaching their own students and other teachers how to use the software to maximize learning and achievement. Inservice opportunities will also be offered in utilizing Questia, Riverdeep, SAT Online, FCAT Explorer, Pinnacle, and the Microsoft Office Suite, with additional workshops in the creation of web quests, and any other technology topics identified by a staff survey.

Evaluation

The score on the "Student Access to Technology" portion of the 2005 STaR Survey will meet or exceed the score for the same category on the 2004 STaR Survey (3.5). Sign-in sheets, agendas, student projects and teacher lessonplans will also be used to document training in the various instructional programs available.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of its students and will align its physical fitness program with the National Standards for Physical Education

Needs Assessment

Until recently, much of the physical education equipment at the school had not been replaced since the school opened in 1997. A major effort has been made to become part of a National PEP Grant program. Approval for this grant was finally received, and we are just beginning to receive new equipment (October 2005). This equipment will encourage students to become “life long learners” with the ability and knowledge to periodically re-evaluate their own physical fitness. We expect this program to have a major impact on the physical education and health courses at Coral Reef Senior High School.

Measurable Objective

Given instruction in physical fitness and provided with use of the new and existing equipment, students will improve their health and fitness as evidenced by an increase in the number of award recipients from 21 percent in 2005 to 24 percent in 2006 as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all students enrolled in physical education classes with access to new and existing equipment used for training and testing.	Asst. Principal, Physical Education Dept. Chair	8/8/2005	5/24/2006
Provide all students with access to the FITNESSGRAM program and mypyramid.gov online, as well as instruction to allow students to evaluate their own FITNESSGRAM results.	Asst. Principal, Physical Education Dept. Chair	8/8/2005	5/24/2006
Ensure that appropriate instructional time is dedicated to fitness-related activities on a daily basis, emphasizing improvement in cardiovascular health, flexibility, and muscular strength and endurance.	Asst. Principal, Physical Education Dept. Chair	8/8/2005	5/24/2006
Monitor the physical education program to ensure that activities are being selected which specifically relate to assessment component items, allowing improved specificity of training.	Asst. Principal, Physical Education Dept. Chair	8/8/2005	5/24/2006

Research-Based Programs

The FITNESSGRAM, developed by The Cooper Institute, practices from the American Alliance for Health, Physical Education, Recreation and Dance – AAPHERD, Shaping the Future – Physical Education for Progress (PEP Grant) from the Department of Education and National Standards for Physical Education.

Professional Development

All physical education teachers will be trained in the use of the equipment provided by the PEP Grant, with an advisor provided by Miami-Dade College. Best practices will be shared at regular monthly department meetings.

Evaluation

The number of award recipients will increase from 21 percent in 2005 to 24 percent in 2006 as measured by the FITNESSGRAM. On-going formative tests with the FITNESSGRAM will also be administered, using its prescriptive reports to individualize each student's personal fitness program.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students will have access to electives other than their regular academy electives.

Needs Assessment

All Coral Reef students are members of an academy, and all academy programs require students to take at least one elective per year in their academy. Students in the Visual and Performing Arts Academy must take two electives per year, and students in the International Baccalaureate/International Studies Academy have more required courses which are not considered "electives." Students and parents have indicated a wish for other electives to be available.

Measurable Objective

In 2005-2006, Coral Reef Senior High School will maintain or exceed the 46 elective sections open to students of all academies in 2004-2005, as documented by the master schedules from both years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of Advanced Placement options open to students of all academies.	Principal, Assistant Principal for Curriculum, Student Services Dept. Chair	1/2/2006	4/7/2006
Continue to enhance magnet electives, offering increased technology availability, internship opportunities, performance opportunities, and competitions.	Principal, Assistant Principal for Curriculum, Lead Teachers	8/8/2005	5/24/2006
Consider revising curriculum requirements and the master schedule to allow students in one academy to take an elective in another academy.	Principal, Assistant Principal for Curriculum, Curriculum Council	8/8/2005	2/1/2006
Consider hiring part-time faculty to teach electives that may not have sufficient enrollment to require a full-time teacher.	Principal, Assistant Principal for Curriculum	4/17/2006	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Professional development will be provided to the Assistant Principal for Curriculum on the development of a master schedule that creatively includes more elective time and resources for students and faculty.

Evaluation

In 2005-2006, the number of elective sections will be maintained or increased from the 46 sections available in 2004-2005, as documented by master schedules from both years.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Coral Reef Senior High School will continue to 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 indicate that for the 2003-2004 school year, Coral Reef Senior High School ranked in the 98th percentile on the State of Florida ROI index. Even though cost per student is well under district and state levels, students, faculty and staff receive necessary materials and supplies to fulfill their responsibilities and function at optimal levels.

Measurable Objective

On the next publication of the State of Florida ROI index, Coral Reef Senior High School will maintain or exceed its ranking in 98th percentile on the 2003-2004 publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	7/1/2005	6/30/2006
Continue to pursue grant-based funding for special programs and equipment.	Principal	7/1/2005	6/30/2006
Continue to encourage support from parent booster clubs and parent organizations to assist in funding special activities or programs.	Principal	7/1/2005	6/30/2006
Continue to promote collaboration with and encourage support from the school's Dade Partners.	Principal	7/1/2005	6/30/2005
Continue to reduce class size and encourage the use of technology to increase learning gains.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Our objective is aligned with the district's goal to reform business practices to ensure efficiency, effectiveness and high ethical standards.

Professional Development

The principal and assistant principals will attend professional development activities focusing on improved use of financial resources.

Evaluation

Coral Reef will maintain or exceed its current percentile rank on the next publication of the State of Florida 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"/>

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

GOAL 11 STATEMENT:

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

Needs Assessment

According to school records and information supplied by Information Technology Services (ITS), of almost 700 seniors in the standard curriculum group of the school's class of 2005, only one senior did not receive a diploma. The previous year, in 2004, all seniors in the standard curriculum group received a diploma. These figures would indicate a near 100 percent graduation rate. However, according to information supplied by the Florida Department of Education on the school's Adequate Yearly Progress Report, Coral Reef Senior High School's graduation rate is only 91 percent. There appears to be a discrepancy in these figures. One possible explanation for this discrepancy might be the Florida Department of Education's assertion that students receiving a special diploma are considered non-graduates. Coral Reef has a successful special education program, and our students receiving a special diploma may not be counted as graduates by the state, but the Coral Reef family considers them to be graduates of our school. Nevertheless, the school must continue to maintain or exceed a nearly perfect graduation rate.

Measurable Objective

Coral Reef Senior High School will improve its graduation rate from 91 percent as stated on the 2005 Florida Department of Education's Adequate Yearly Progress Report to 92 percent as stated on the 2006 Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete the Secondary School Reform (SSR) Readiness Profile.	Principal, Assistant Principal for Curriculum, Curriculum Council	9/23/2005	9/30/2005
Review SSR Readiness Profile baseline data.	Principal, Assistant Principal for Curriculum, Curriculum Council	11/1/2005	1/31/2006
Identify a school-based leadership team.	Principal, Assistant Principal for Curriculum	8/8/2005	8/26/2005
Review career education programs/academies with the school community.	Principal, Assistant Principal for Curriculum, Lead Teachers, Student Services Chair	8/6/2005	5/24/2006
Complete a comprehensive articulation/recruitment plan.	Principal, Assistant Principal for Curriculum, Project Manager	8/8/2005	1/31/2006
Attend the National Academy Foundation (NAF) Leadership Summit on November 2-3, 2005.	Principal, Project Manager	11/2/2005	11/3/2005
Develop a master schedule to accommodate the required courses for the career academies.	Principal, Asst. Principal for Curriculum, Student Services Chair	3/1/2006	6/30/2006

Research-Based Programs

Miami-Dade County Public School's Secondary School Reform Framework.

Professional Development

Provide differentiated professional development for teachers and administrators to integrate career themes into content areas.

Evaluation

Coral Reef Senior High School's graduation rate will improve from 91 percent as stated on the Florida Department of Education's 2005 Adequate Yearly Progress Report to 92 percent on the 2006 Adequate Yearly Progress Report.

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:

EESAC recommended that CRHS continue class size reduction, particularly in the core classes. EESAC endorsed the increase in the number of part-time teachers in order to further reduce class sizes.

Training:

EESAC proposed various early-release activities and provided funds for several teachers to attend inservices throughout the county.

Instructional Materials:

EESAC authorized the purchase of subscriptions to Questia On-line Library to enhance research skills, and SAT On-line software to help prepare students for the SAT/NMSQT exams.

Technology:

EESAC endorsed the installation of a school-wide wireless network and a mobile computer lab.

Staffing:

EESAC authorized the hiring of tutors for specific programs, particularly Saturday FCAT Camp and IB/AP Saturday Tutoring.

Student Support Services:

EESAC supports the TRUST program, Truancy Child Study Team meetings, AIP meetings, and all parental meetings (involvement) to enhance student achievement.

Other Matters of Resource Allocation:

EESAC endorses the administrative commitment to increasing the rigor of the curriculum and reducing class size.

Benchmarking:

EESAC participated in all phases of planning for the accreditation process and reviewed the SACS Self-Study prior to its publication. They also visited extensively with the Peer Review Team Members during our site visit.

School Safety & Discipline:

EESAC made recommendations regarding problems with excessive tardies, the installation of security cameras, and traffic safety and delays near the school.

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