
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7271 - Miami Coral Park Senior High School

FeederPattern: Miami Coral Park Senior

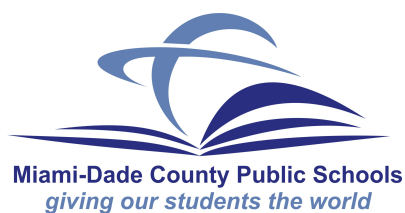
Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dr. Nick Jac Angelo

*Adult/Vocational
Principal:* Robert Novak

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Coral Park Senior High School

The curriculum at Miami Coral Park Senior High School is designed to address the individual academic needs of our diverse student population. Of the 4032 students in attendance, 93% are identified as Hispanic, 4% are White Non-Hispanic, 2% are African-American, and 1% is Asian, Indian and Multiethnic. The school's rate of student attendance improved to seventh in the county with the school finishing at 94.29%. The faculty and staff work collaboratively in order to closely monitor student attendance and solicit parental awareness.

The diversity of the curricula offerings at the school ranks Miami Coral Park Senior High School as second in the District among senior high schools. Approximately 140 different courses are offered to students across a spectrum that includes regular, honors, Advanced Placement, dual enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University.

The school offers a rich academic program for its English for Speakers of Other Languages (ESOL) population consisting of approximately 400 students. In order to provide for our ESOL students, the curriculum includes a variety of Bilingual Curriculum Content (BCC) courses at the honors level. The Exceptional Student Education (ESE) program includes 500 students identified as Emotionally Handicapped (EH), Learning Disabled (LD), Autistic, Physically Challenged, or Educable Mentally Handicapped (EMH). Miami Coral Park Senior High School is also a Severely Emotionally Disabled (SED) center with required support personnel. These students are supported by an art therapist, clinical social worker, behavioral management therapist, and staffing specialist--each of whom closely monitor the implementation of respective Individualized Education Plan (IEP). During the 2004-2005 school year, the ESE department implemented an inclusion or co-teaching model as part of its program to provide realistic academic challenges and opportunities for the school's ESE students.

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD)

students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 50% of students scoring Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by 90% of students scoring at or above the state mastery level of 3.5 on the Florida FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to 297 as documented by the 2006 FCAT Science Test.

Given a school-wide emphasis on parental involvement, parental involvement will increase by 25% as evidenced by comparing PTSA membership totals from the 2004-2005 school year, to the totals for 2005-2006.

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of .5% in the school's attendance rate during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic Gradebook program as evidenced by 100% of enrolled students grades being reported through Excelsior Electronic Gradebook program during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades 9 through 12 will improve their physical fitness level as evidenced by 66% of students scoring at an adequate level of fitness to receive an award on the 2006 Fitness Gram.

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 90% of band students participating in band competition during the 2005-2006 school year as compared to the 2004-2005 school year.

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004 to the 90th percentile on the next publication of the index.

Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1% increase of its total population graduation rate during the 2005-2006 school year as compared to the 2004-2005 school year.

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

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Coral Park Senior High School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Miami Coral Park Senior High School, located in the Southwest section of Miami-Dade County at 8865 Southwest 16 Street, is a comprehensive urban high school which maintains high academic standards and expectations for its staff and approximately its 4,032 students. The school is situated in the unincorporated area of Miami-Dade County known as Westchester, consisting of lower-middle to middle class communities. The surrounding area is primarily composed of single-family homes, but to the north of the school is Fontainebleau, a large community of apartments and town homes that generates a significant portion of the school population.

The student population is comprised of 9 % Hispanic, 4% White, Non-Hispanic, 2% Black, Non-Hispanic, and 1% Asian, Indian and Multi-ethnic. 47% of the students receive free or reduced lunch. The mobility index is approximately 23. Coral Park also houses an Exceptional Student Education Program of 1056 (380 Gifted) students and English for Speakers of Other Languages (ESOL) Program with 520 students. The graduation rate at Miami Coral Park Senior High is approximately 63%.

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

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

Miami Coral Park and the surrounding area have evolved since the building first opened in 1963. The area of Westchester has expanded beyond the school's capacity. Throughout the years, dozens of relocatable classrooms were added to keep up with the increased enrollment. In 1990, construction was completed on a new annex; a science wing and media center. Still, the enrollment continued to rise. Miami Coral Park now houses 47 relocatable classrooms, and is presently undergoing a large construction project that will see a new three story annex open within the next year.

During this construction project, many improvements and upgrades will be completed on the main building as well, including an electrical system retrofit. The construction project, while ultimately beneficial, will add a variety of inconveniences to the staff and student body until completion. The most significant problem is the lack of parking. Presently, the school has several temporary parking lots on the athletic field, which are expected to be relieved once the new parking area is completed with its new 264 space parking area. Other renovation projects are the result of the initiatives established by the principal.

There are 277 full time staff employees at Miami Coral Park Senior High. The school employs six administrators including one principal and five assistant principals. Three of these administrators are Hispanic, two are White Non-Hispanic, and one is Black Non-Hispanic. There are 195 teachers and 13 student service staff members, and this year, Coral Park welcomed 20 new teachers to the staff. The school has a mandatory mentoring program for all new teachers. A new teacher is paired with a highly-qualified mentor teacher to serve as a guide regarding curriculum, instruction, school site policy, behavioral management and utilization of data-driven decision-making. 45% of the teaching/guidance staff have advanced academic degrees including 11% with doctorates in field. The school is home to nine nationally certified educators, and one teacher who is currently enrolled in the process.

According to the most recent Attendance Boundary Committee Report, Coral Park is operating at a teacher-student ratio of 25.8 to 1.

The staff at Coral Park is active and involved in the direction of the school. Every month the Curriculum Council/ Leadership Team meets to discuss curriculum and instruction across all the disciplines in the school. The general faculty is kept informed through the regularly scheduled, bi-weekly faculty meetings. This exchange of information keeps the staff at Miami Coral Park aware of any changes in policy issues that affects them and the students they teach. The ethnic diversity breakdown of the instructional staff (teachers/counselors), includes 13% Black, Non Hispanic, 28% White, Non Hispanic, and 57% Hispanic. The school also employs 19 clerical/secretaries, 28 custodians, 15 service workers, and three zone mechanic.

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

In addition to these activities, Coral Park has received and is currently participating in a variety of grants. Most notable is the ENLACE grant with Florida International University. ENLACE stands for Engaging Latino Communities for Education, this grant assists with remediation, tutoring and even providing computers to low income families. Coral Park also received a \$77,000 Physical Education for Progress (PEP) grant which will increase physical activity among high school students. Coral Park also received a \$30,000 All Students All Schools grant to increase the amount of Exceptional Education students being included in general education classes. This assistance by concerned partners provides the additional support that Miami Coral Park Senior High students and staff require to excel.

Miami Coral Park Senior High School still faces many challenges to come over the next few years. The new annex should alleviate some overcrowding; however its opening will usher in the retro-fitting stage of the project. This project will correct deficiencies in design mandated by the Americans with Disabilities Education Act (ADA), and includes upgrades to classrooms, cafeteria, hallways, and media center lighting. The project also targets the school's athletic facilities and provides for the air-conditioning of the school's gymnasium and locker rooms, the installation of new bleachers and gymnasium floor, a new irrigation system for the school's athletic fields, and modernization of the school's locker rooms. This phase will require sections of the main building to be closed and classes to relocate during the upgrade process.

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

School Foundation

Leadership:

Miami Coral Park Senior High School participated in the SACS/CASI reaccreditation process and self-review in the 2004-2005 school year. During this process, the entire faculty contributed to the development of the school's current vision and mission statement. At the opening of the current academic calendar year, the principal ensured that the vision and mission were properly displayed throughout the facility and the school website. The 2005 Organizational Performance Survey indicates that approximately 88% of the staff are aware of the direction of the school. The organizational model utilized at Miami Coral Park Senior High School can be described as inclusive. Various groups, like EESAC, Curriculum Council, UTD and the PTSA participate in creating a positive working environment. Each group has the opportunity to participate in the development of many of the daily operational decisions.

District Strategic Planning Alignment:

Miami Coral Park Senior High School aligns itself with the Miami-Dade County Public Schools district strategic plan. Consideration for the school's vision, mission and beliefs were collaboratively developed by the faculty and staff with the district strategic plan as its foundation. Based on the results of the 2005 Organizational Performance Survey and the SACS/CASI reaccreditation, a consensus was reached which indicated that a majority of the faculty affirm that the school's goals mirror the district's goals.

Stakeholder Engagement:

The 2005 Organizational Performance Survey indicates that the majority of the stakeholders are satisfied by the general atmosphere of the school. Miami Coral Park Senior High School strives to satisfy and exceed the needs of its clientele by maintaining open lines of communication with all stakeholders regarding the services provided by the school.

Faculty & Staff:

Miami Coral Park Senior High School takes a proactive role in the training and mentoring of teachers and/or staff members new to the building and/or the profession. All new teachers are required to attend the District's New Teacher Orientation prior to the opening of school. In an effort to assist the teacher's transition, meetings are conducted at the beginning of the school year and monthly thereafter. New teacher meetings are designed as informational and forum structured to assist these teachers with issues such as curriculum and instruction, behavioral management and operational procedures. In addition, all beginning teachers are assigned a Professional Growth Team (PGT) mentor. These teachers are paired with two or more highly qualified teachers as part of the PGT, an essential part of the Professional Assessment and Comprehensive Evaluation System (PACES) evaluative instrument. As part of this process, PGT's meet with each new teacher, prior to making a classroom visitation, to assist in lesson planning and often to discuss areas of concern for the new teacher. The results of the 2005 Organizational Performance Survey indicates that a majority of the faculty affirm that the school's goals mirror the district's goals.

This process builds a collegial bond and support structure between teachers and assures that new teachers or teachers needing assistance will not be neglected. The mentoring process serves to assist and guide the new teacher through

any difficult times they may encounter. As a result, the 2005 Organizational Performance Survey indicates that approximately 85% of the staff believes the administration cares about their professional development; are aware of the organizational plans that affect them, and are provided the resources they need to successfully perform their job.

Data/Information/Knowledge Management:

Miami Coral Park Senior High School utilizes attendance logs to document professional development activities for faculty members. Early Release day activities are specifically tailored to provide opportunities to receive professional development. These strategies are designed to assist with the achievement of the school and district goals. The 2005 Organizational Performance Survey evinces that approximately 94% of the staff believe the administration provides for and encourages learning opportunities; provides an environment conducive to working; ensures the staff are aware of evolving school and District goals and missions, and provides staff with the training and information needed for continual professional development.

Education Design:

Miami Coral Park Senior High School uses several educational designs to drive the function of the school. The school has established a successful engineering magnet program in collaboration with Florida International University. The students in the engineering program are afforded the opportunity to register for dual-enrollment at the university and to participate in Georgia Institute of Technology's Science Engineering Communication Mathematics Enhancement (SECME) program as well as the annual For Inspirational Recognition of Science and Technology (FIRST) Robotics competition. The school is presently in negotiations with Miami Dade College whereby college level courses will be offered at the school site as an after school seventh period for college credit. This represents a unique partnership which will further foster the extended learning opportunities for our students.

Miami Coral Park Senior High School also has an exceptional Advanced Placement and gifted program. The school offers 39 sections of Advanced Placement classes covering 29 subjects and 41 sections of gifted classes. Additionally, the school has expanded its gifted program to incorporate several sections of Advanced Placement.

The school addresses the PDSA Continuous Improvement Model by offering students the opportunity to attend daily after school tutorials and a Saturday academy to enhance the learner's preparation for the Florida Comprehensive Assessment Test (FCAT). Limited English Proficiency (LEP) students are additionally provided with daily tutorials via the Tutoring Academy for Limited English Proficient Students. In order to address the needs of Advanced Placement students, the EESAC has agreed to provide a budget to compensate Advanced Placement tutorial opportunities. The 2005 Organizational Performance Survey indicates that a majority of the faculty agree that the school fosters high academic standards.

Performance Results:

The performance process has impacted the staff and students in a positive manner. This is evident on the 2005 Organizational Performance Assessment Survey that a majority of the staff strongly agree that Miami Coral Senior High School has encouraged high standards and ethics for both students and staff. In addition, the process has impacted students as evidenced by a decrease in the total number of suspensions during the 2004-2005 school year. Attendance among staff members has improved as well.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

An analysis of the State of Florida’s Annual Report Card for 2005 indicates that 23% of students showed Level 3 proficiency on the 2005 FCAT Reading Test. 33% of the students showed learning gains on the test and 62% of the lowest 25% in the school exhibited adequate performance gains.

Further analysis reveals that 33% of all 9th grade students who were tested in the 2005 school year attained a basic level of proficiency, according to the State and the No Child Left Behind definition of basic proficiency. According to the data in the Adequate Yearly Progress Report, 28% of Hispanics students, 25% of Economically Disadvantaged students, and 10% of Limited English Proficient (LEP) students met state proficiency levels. Furthermore, a more in-depth analysis of the data indicate that 67% of students in grade 9, and 77% of students in grade 10 did not meet an adequate proficiency level.

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

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

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

The assessment also uncovered a variety of needs within the instructional and organizational model of Miami Coral Park Senior High School. First, there is a need to train more teachers in the use of reciprocal teaching and CRISS strategies. Second, there is a need to link data analysis to instruction and assessment in the classroom. Third, there is a need to strengthen and monitor Coral Park Reads (CPR), the school's independent reading block. Fourth, there is a need to provide opportunities for departments to communicate and share ideas on how to incorporate disaggregated data into the instructional focus calendars and differentiated instruction. Finally, there is a need to continuously monitor student performance as it pertains to the Sunshine State Standards to ensure an increase in reading proficiency.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) students in grades 9 and 10 will improve their reading skills as evidenced by 44% of students scoring Level 3 or higher on the 2006 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the PDSA school-wide into the curriculum to promote student proficiency in reading for all students including all sub populations.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
SWD in the grades 9-12 will be offered the Intensive Reading using the Read 180 and The READ XL.	Assistant Principal	8/8/2005	2/28/2006
Utilize the school's Student Information for Teachers Electronically (S.I.T.E.) to provide the faculty with the necessary disaggregated data to adjust instruction for all ninth and tenth grade students' individual needs.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Create an instructional focus calendar (Curriculum Mapping) for targeted test taking students in grades 9 through 12 using 2005 FCAT disaggregated data. Focus calendars will include an increased emphasis on Words and Phrases, Main Idea and Author's Purpose, and Reference/Research.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006

Provide after school and Saturday tutorial programs for all students who are in need of remediation and/or who have not passed the FCAT.	Principal, Assistant Principal	8/8/2005	5/24/2006
Administer assessments in Intensive Reading and Reading classes to monitor students' individualized progress based on the disaggregated data.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Administer regular assessments in Intensive Reading and Reading classes to monitor students' individualized progress based on the disaggregated data.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Incorporate computer assisted instruction such as: including FCAT Explorer and Read 180 in Intensive Reading classes (including LEP or ESOL developmental classes) utilizing the disaggregated data to drive instruction to ensure student growth in reading.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Provide 30 minutes of daily supervised reading activities, with emphasis on the District's Comprehensive Reading Research Plan, for students in grades 9 through 12, to support improved reading skills.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Inform students of their individual strengths and weaknesses based on disaggregated data.	Assistant Principal	8/8/2005	5/24/2006
Identify 9th and 10th grade students scoring Level 1 and 2 on the FCAT Reading Test and enroll them into Intensive Reading and Intensive Reading Plus classes to receive instruction using research based strategies such as CRISS. An increased emphasis will be placed on Words and Phrases and Comparison/Contrast for 9th grade students, and Reference/Research, Comparison/Contrast, and Main Idea for 10th grade students to assist with achieving mastery of these benchmarks. Students in grades 11 and 12 who have not passed the FCAT will be enrolled in Reading classes for remediation.	Principal, Assistant Principal, Reading Coach	8/8/2005	9/30/2005

Research-Based Programs

Read 180

Holt Rinehart Winston Elements of Language

Holt Rinehart Winston Elements of Literature

READ XL

Houghton Mifflin Reading and Writings Sourcebook

Professional Development

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

Evaluation

1. The PDSA will be utilized to redirect students' individualized instruction based on the disaggregated data from regular assessments.
2. Based on the disaggregated data derived from assessments such as: 2005 FCAT, District assessments, Gates MacGinitie, and San Diego Quick Assessment, instruction will be redirected to adjust the student's individualized instructional needs.
3. Students will show an increased proficiency as measured by the results of assessments such as: FCAT Explorer, Read 180, regular assessments, and the Oral Reading Fluency Test.
4. The FCAT will be used as the final summative evaluation.

Based on the results of the assessments stated above, the instructional focus calendar will be redirected and adjusted to address the necessary remediation skills.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the State of Florida's Annual Report Card for 2005 indicate that 61% of students showed Level 3 proficiency on the 2005 FCAT Mathematics Test. Additionally, 77% of the students showed learning gains on the test.

Further analysis of the data indicate 58% of all 9th grade students are performing at or above proficiency level in mathematics. On the FCAT Mathematics test in 2005, 66% of 10th grade students achieved a Level 3 or higher on the test. Data indicate 42% of all 9th grade students and 34% of all 10th grade students did not demonstrate proficiency on the FCAT Mathematics Test.

Additional review of the data show that all No Child Left Behind subgroups are scoring above the Federal/ State mandate of 44% above grade level in Mathematics, except the Students With Disabilities where 21% score at grade level or above.

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

In the 10th grade, the data trend showed (1) Number Sense and (2) Data Analysis as strengths, while (1) Geometry and (2) Measurement displayed the greatest need. By comparing the data, Geometry is a consistent problem for 9th and 10th grade students.

The assessment uncovered several needs within the framework of Miami Coral Park Senior High School. First, there is a need to utilize data driven decision making in the classroom. Second, there is a need to link data analysis to instruction and assessment in the classroom. Third, the school needs to provide training for all instructors in the use and implementation of the Deming (PDSA) Continuous Improvement Model. Finally, there is a need for on-going data conversations among departmental members and within the classroom about progress on assessments.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 50% of students scoring Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the PDSA school-wide into the curriculum to promote student proficiency in mathematics for all students including all sub populations.	Principal, Assistant Principal	8/8/2005	5/24/2006
Monitor student progress of skills taught based on the results of the disaggregated data to ensure continuous progress in mathematics. Share results across the mathematics department to re-teach and adjust instruction based on students' individual needs.	Principal, Assistant Principal, Mathematics Department Chairperson	8/8/2005	5/24/2006
Provide after school tutorial and Saturday tutorial programs for SWD who are in need of remediation or who have not passed the FCAT, focusing on the Sunshine State Standards and students individual needs based on the disaggregated data to monitor student progress in mathematics. Utilize Riverdeep to assist with instruction.	Principal, Assistant Principal,	08/08/05	05/24/06
Provide and implement the infusion across the curriculum of real-world career related mathematics skills as they directly relate to the Sunshine State Standards and to SWD in grades nine through twelve to support improved mathematics skills.	Assistant Principal	08/08/05	05/24/06
Enroll students who scored at Level 1 or 2 on the 2005 FCAT in Intensive Mathematics.	Assistant Principal for curriculum	08/08/05	05/24/06
Utilize instructional focus calendars and curriculum mapping to direct instruction in the Intensive Mathematics and Exploration of Mathematics classes.	Assistant Principal, Mathematics Department Chairperson	08/08/05	05/24/06

Include SWD students in a co-teaching or consultative model in mathematics.	Assistant Principal, ESE Department Chairperson	08/08/05	05/24/06
Schedule all 9th and 10th grade Level 1 and 2 SWD into intensive mathematics classes to receive instruction using strategies such as CRISS and reciprocal teaching. Adjust their individual instructional needs based on the disaggregated data. Enroll SWD in grades 11 and 12 who have not passed the FCAT in Exploration of Mathematics to receive remediation instruction, based on the disaggregated data and their individual instructional needs.	Principal, Assistant Principal	8/8/2005	9/30/2005
Utilize the school's Student Information for Teacher's Electronically (S.I.T.E.) which will provide faculty with the necessary disaggregated data to adjust students' individual instructional needs on a regular basis to ensure all 9th and 10th grade SWD mathematics proficiencies are met.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Glencoe Instructional Mathematics Textbook

Professional Development

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

Evaluation

1. Evidence will be based on the disaggregated data derived from the 2005 FCAT. Instruction will be redirected to adjust the student's individual needs.
2. Staff will utilize the schools' Student Information for Teachers Electronically (S.I.T.E.) to review and to adjust the students' individual instructional needs based on the results of the disaggregated data.
3. Students will show an increased proficiency in mathematics as measured by the results of FCAT Explorer and Riverdeep.
4. In addition to teacher recommendations, results from the 2005 PSAT and 2006 FCAT will be used to determine the placement and enrollment of Advanced Placement classes for 2006-2007 school year.
5. Utilize teacher generated assessments to provide detailed data for all Intensive Mathematics and Exploration of Mathematics classes to adjust instruction to the student's individual needs.
6. The FCAT will be used as the final data of evaluation.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the Florida Writing Test data indicates a disparity between the success rates of 10th grade students on the expository and persuasive writing assessments. 71% of the students scored a 3.5 or better on the expository writing test, while 80% scored a 3.5 or better on the persuasive prompt. According to the Adequate Yearly Progress Report, Miami Coral Park Senior High School did not improve its writing performance by 1% as is mandated by the No Child Left Behind (NCLB) parameters, dropping from 89% to 88%.

The assessment indicates that the greatest need for Miami Coral Park Senior High School is to increase the passing scores on the 2006 administration of the Florida FCAT Writing+ Test. Using NCLB parameters, where a 3.5 indicates mastery, only 76% of those students achieved mastery when the results of the expository and persuasive exams are combined. When the NCLB mastery threshold is raised to 4.0, only 59% of the students would have demonstrated success on the Florida Writing Test. Additionally, the school must train all teachers in the PDSA Continuous Improvement Model to monitor and assess student performance. The school will use its S.I.T.E. technology to identify student writing deficiencies. Also, the school must encourage cross-curricular use of the Florida FCAT Writing+ Test strategies, particularly regarding expository style writing prompts.

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by 90% of students scoring at or above the state mastery level of 3.5 on the Florida FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the PDSA Continuous Improvement Model into the curriculum to promote increased writing proficiency for all students.	Principal, Assistant Principal, Language Arts Department Chairperson	8/8/2005	5/24/2006
Recommend that the essay portion of midterm and final exams reflect expository and/ or persuasive writing modes to ensure students' writing proficiency.	Assistant Principal, Language Arts Department Chairperson	8/8/05	5/24/06
Administer regular writing assessments and adjust instruction to all ninth and tenth grade students according to their identified needs based on the disaggregated data to ensure continuous progress in writing.	Assistant Principal, Language Arts Department Chairperson	8/8/2005	5/24/2006
Inform students of their individual strengths and weaknesses based on disaggregated data.	Language Arts Department Chairperson	8/8/05	5/24/06
Incorporate the use of such strategies as: CRISS, reciprocal teaching and organizational modeling in the writing process.	Assistant Principal, Language Arts Department Chairperson	8/8/05	5/24/06

Research-Based Programs

Holt Rinehart Winston Elements of Language

Professional Development

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

Evaluation

1. Utilization of the PDSA Continuous Improvement Model to redirect students' individualized instruction based on the disaggregated data from regular assessments.
2. Based on the results of the District Interim assessments and classroom assessments, students will review writing assignments periodically and determine if progress is being made toward their remediating their weaknesses and/ or deficiencies in the writing process.
3. Evidence will be determined by District Interim and classroom assessments. Students' individual instructional and remediation needs will be redirected based on the disaggregated data.
4. The FCAT Writing Test scores will be used as the final summative evaluation.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

An analysis of student science performance data indicates that Miami Coral Park Senior High School earned a mean scale score of 292. This was 17 points higher than the district (275), and one point lower than the state's mean scale score of 293.

An analysis of the State Report of School Results indicates Miami Coral Park Senior High School students' greatest strength is Scientific Thinking and Life Environmental Science, while their greatest weaknesses lie in Physical and Chemical, and Earth and Space Sciences. The data reveals that students need practice collecting, measuring and organizing data; distinguishing between qualitative and quantitative data; interpreting data from charts; and writing laboratory reports using the scientific method. In addition, the assessment also uncovered a variety of needs within the instructional and organizational model of Miami Coral Park Senior High School. There is a need to train more teachers in the use of reciprocal teaching and CRISS strategies.

Measurable Objective

Given instruction based on the Sunshine State Standards students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to 297 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the PDSA Continuous Improvement Model school wide into the curriculum to promote student proficiency for all students.	Principal, Assistant Principal, Department Chairperson	8/8/05	5/24/06
Utilize the school's S.I.T.E. to provide faculty with the necessary disaggregated data to adjust students' individual instructional needs to ensure students science proficiency.	Department Chairperson	8/8/05	5/24/06
All Earth and Space Science and Biology students will participate in weekly lab activities using the Scientific Method in order to increase students science problem solving proficiency.	Department Chairperson	8/8/05	5/24/06
Establish and monitor the implementation of long range plans for Earth and Space Science and Biology to ensure the delivery of the tested benchmarks prior to the March 2006 FCAT Science Test.	Assistant Principal, Department Chairperson	8/8/05	5/24/06
Provide after school tutorial and Saturday tutorial programs for students who are in need of remediation in science, focusing on the Sunshine State Standards and student's individual needs based on the disaggregated data to ensure continuous progress in science.	Assistant Principal	8/8/05	5/24/06
Increase enrollment among all students in Advanced Placement classes. Provide science tutorial sessions in efforts to assist students passing with a score of three or higher on the Advanced Placement Test.	Principal, Assistant Principal	8/8/05	5/19/06

Research-Based Programs

1. Holt Rinehart & Winston Earth Science Textbook
2. Holt Rinehart & Winston Biology Textbook
3. Prentice Hall Chemistry Textbook

Professional Development

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

Evaluation

1. Based on student performance, the PDSA Continuous Improvement model will be utilized to redirect students' individualized instruction based on the disaggregated data from regular assessments.
2. Instruction will be redirected based on the disaggregated data derived from the 2005 FCAT, teacher-generated assessments, and District Interim assessments, of the low performing science students.
3. Evidence will be based on school site and district assessments; staff will utilize the school's S.I.T.E. to review and to adjust the student's individual instructional needs.
4. The FCAT Science Test will be used as the final data of evaluation.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

An analysis of the parental involvement trends at Miami Coral Park Senior High School indicate that there is low parental involvement at most functions, other than Open House or Back to School night. Although this year the 9th grade orientation program had an exceptional turnout, attendance at football games and other events is underrepresented by parents. There is no explanation for this tendency, but Miami Coral Park Senior High School is trying different options to reverse this trend. There needs to be an increase in participation amongst ESOL students' parents, parents of students in athletics and activities, and parents of students who are in need of academic assistance or at risk students.

Measurable Objective

Given a school-wide emphasis on parental involvement, parental involvement will increase by 25% as evidenced by comparing PTSA membership totals from the 2004-2005 school year, to the totals for 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly EESAC meetings to provide insight to the School Improvement Plan (SIP) and other concerns regarding the school site initiatives.	Principal, Assistant Principal, EESAC Chairperson	08/08/05	05/24/06
Provide an interactive school web-page for parents who cannot attend school site functions and/or meetings, and provide assistance as it pertains to reading, writing, mathematics, science.	Principal, Assistant Principal, Webmaster	08/08/05	05/24/06
Provide a mailed monthly multi-linguistic newsletter for parents to provide information for school site initiatives and events.	Principal, Assistant Principal	08/08/05	05/24/06
Encourage parents to participate in The Parent Academy.	Principal, Assistant Principal	08/08/05	05/24/06
Provide PTSA membership forms to parents at all events including Open House.	PTSA President	08/08/05	05/24/06
Assist in providing ongoing communication in the parent's home language at school events, grade level meetings, parent and student orientations, Open House and parent conferences in order to bridge the gap between home and school.	Principal, Assistant Principal, PTSA President	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1. Evidence will be determined by monthly meeting sign-in-logs.
2. The school site will maintain a copy of each monthly newsletter in a portfolio for future reference.
3. Sign-in-logs and teacher parental contact logs will produce evidence of attendance/contact.
4. Evidence will be provided by information being sent home in multiple languages, and events being conducted in multiple languages.
5. PTSA rosters and database will serve as final evidence for the increased enrollment.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

Analysis of Miami Coral Park Senior High School’s attendance data indicates a need to improve the attendance rate. The school was ranked 7th in the county in 2004-2005 with a 94.29% attendance rate. Being present in school on a daily basis is a critical factor toward securing a student’s academic success. Therefore, Miami Coral Park Senior High School is aggressively working to ensure that students are in attendance.

Measurable Objective

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of .5% in the school's attendance rate during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implementation of a "tardy tank," to reduce teacher error in documenting students as absent.	Assistant Principal, Dean of Attendance	08/08/05	05/24/06
Reward students who have perfect attendance.	Assistant Principal, Dean of Attendance	08/08/05	05/24/06
Provide attendance clerk with daily attendance corrections.	Assistant Principal, Attendance Clerk	08/08/05	05/24/06
Implement the electronic gradebook.	Assistant Principal, Electronic Gradebook Manager	08/08/05	05/24/06
Initiate a quarterly attendance award for classes with the highest attendance percentage.	Assistant Principal, Dean of Attendance	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Teachers and staff members will be trained on using the Excelsior Electronic Gradebook to record attendance.

Evaluation

Evidence will be determined by review of the Quarterly and end of the year District attendance reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Miami Coral Park Senior High School will increase teacher’s knowledge on use of the electronic gradebook.

Needs Assessment

An initial analysis of the faculty at Miami Coral Park Senior High School indicates that approximately 10% of teachers are proficient with the Excelsior Electronic Gradebook. Therefore, there is a need to train 90% of the teachers in the use of the Electronic Gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic Gradebook program as evidenced by 100% of enrolled students grades being reported through Excelsior Electronic Gradebook program during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Install a new Dell computer with an active Internet connection on each teacher's desk.	Assistant Principal, Computer Specialist,	08/08/05	05/24/06
Provide training to all teachers on the web-based Excelsior gradebook.	Assistant Principal, Computer Specialist, Gradebook Manager	08/08/05	05/24/06
Maintain program components on a regular basis to ensure proper operation.	Computer Specialist	08/08/05	05/24/06
Monitor utilization of electronic gradebook program.	Assistant Principal, Gradebook Manager	08/08/05	05/24/06
Provide on-going technology and data analysis support.	Computer Specialist, Assistant Principal	08/08/05	05/24/06
Provide follow up training to all teachers who are in need of assistance.	Assistant Principal, Computer Specialist, Gradebook Manager	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided for teachers at the school by the school site gradebook manager. Training on the gradebook will be ongoing throughout the school year as necessary. The trainings will be provided to the teachers on Early Release days as part of their professional development. The gradebook managers are readily available to the teachers before and after school and or during their planning periods for further training and collaboration. Additionally, the district and Region Center will support the school by providing in-services/workshops concerning the electronic gradebook.

A simplified manual has been created by the gradebook manager which is accessible through the school website. Gradebook managers have the support and guidance from the administration as well as through ITS Department if any questions or concerns arise regarding the electronic gradebook. Gradebook managers also have support for the electronic gradebook by contacting Excelsior directly.

Evaluation

Gradebook managers will produce reports showing the percentage of teachers in the school utilizing the electronic gradebook. Upon reaching 100% usage among the teachers, the grades will be uploaded to the Office of Information Technology electronically, therefore eliminating the use of bubble sheets. At the end of each grading period the gradebook manager will run a report to ensure that all teachers have adequately submitted their nine week grades.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

An analysis of the 2004-2005 Fitness Gram summaries indicates that, 61% of students reached adequate fitness levels. 39% of students need assistance in three areas tested on the Fitness Gram (strength, endurance and flexibility).

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades 9 through 12 will improve their physical fitness level as evidenced by 66% of students scoring at an adequate level of fitness to receive an award on the 2006 Fitness Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase students' endurance by participating in track and interval training sessions.	Assistant Principal, Physical Education Department Chairperson	08/08/05	05/24/06
Increase students' upper body strength, by participating in school site developed weight training program.	Assistant Principal, Physical Education Department Chairperson	08/08/05	05/24/06
Increase daily student participation in Physical Education classes.	Department Chairperson	08/08/05	05/24/06
Provide free breakfast to all students.	Cafeteria Manager	08/08/05	05/24/06
Increase students' flexibility by participating in 20 minute dynamic warm up routine followed by partner stretches and flexibility exercises.	Assistant Principal, Physical Education Department Chairperson	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Student participation in band competitive events will increase.

Needs Assessment

An initial analysis conducted by the Music Department indicates that there is a need for an increase in student participation in band competitions.

Measurable Objective

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 90% of band students participating in band competition during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design and implement an instructional plan that outlines the objectives of the competitive event(s).	Assistant Principal, Band Director	8/8/05	5/24/06
Recognize students for their performances.	Principal, Band Director	8/8/05	5/24/06
Provide and monitor attendance logs to accurately record the number of students participating in competitive events.	Band Director	8/8/05	5/24/06
Increase fundraising opportunities to assist with costs associated with competition fees.	Principal, Assistant Principal, Treasurer, Band Director	8/8/05	5/24/06
Promote parental involvement/community service in their competitive events to increase participation.	Principal, Assistant Principal, Band Director	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/05	5/24/06
Collaborate with the District on resource allocation.	Principal	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, Miami Coral Park Senior High School will show progress toward reaching the 90th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

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

Needs Assessment

Many students do not graduate due to FCAT deficiencies, a low grade point average (GPA), or other specific circumstances. The Adequate Yearly Progress (AYP) Report indicates that 64% of the senior class graduated in 2004. No Child Left Behind (NCLB) mandates that the school must increase its graduation rate by at least 1%, by addressing some of these circumstances.

Measurable Objective

Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1% increase of its total population graduation rate during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after-school/ Saturday tutoring.	Principal, Assistant Principal	8/8/05	5/24/06
Monitor student requirements through classroom visitations by counselors.	Principal, Assistant Principal, Counselors	8/8/05	5/24/06
Review credit analysis with seniors on an individual basis.	Principal, Assistant Principal, Counselors	8/8/05	5/24/06
Provide additional tutoring for LEP students via the LEP Academy.	Principal, Assistant Principal, Counselors, ESOL Departmental Chairperson	8/8/05	5/24/06
Provide classroom visitations by the Occupational Specialist and the CAP advisor.	Principal, Assistant Principal, CAP Advisor, Occupational Specialist	8/8/05	5/24/06
Offer Intensive Reading and Mathematics to 12th grade Level I and II students.	Principal, Assistant Principal, Counselors	8/8/05	5/24/06
Attend the National Academy Foundation (NAF) Leadership Summit on November 2-3, 2005.	Principal, Assistant Principal	11/2/2005	11/3/2005
Review the matrix of courses for the selection of authorized courses for the career academy theme.	Principal, Assistant Principal	8/8/2005	6/6/2006
Complete a comprehensive articulation plan.	Principal, Assistant Principal	8/8/2005	6/6/2006
Explore master schedule structure to accommodate the required courses for the career academy of small learning community.	Principal, Assistant Principal	8/8/2005	6/6/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

The student council president and the senior board president have active voices and votes on the EESAC committee.

Other Matters of Resource Allocation:

EESAC resource allocations are varied and have been used to support Odyssey of the Mind, the LEP Academy, and after-school and Saturday tutorial programs.

Benchmarking:

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

School Safety & Discipline:

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

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