
SCHOOL IMPROVEMENT PLAN

2006-2007



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 its objectives, shown consistent increase in student achievement over the last several years, and achieved adequate yearly progress for students in all AYP subgroups, there will always be room for improvement. The school has employed the Continuous Improvement Model to improve student achievement, provide for student safety, satisfy its customers, involve parents in their students' educational experience, and provide a high return on its investment. Coral Reef serves a diverse student body where approximately 22.1 percent are white, 19.5 percent are African-American, 49.6 percent are Hispanic, and 8.7 percent are Asian/Multiracial. SPED and LEP students have actively been recruited and have applied to this school. 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, 70 percent of students in grades nine and ten will achieve Level 3 or higher on the 2007 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, 91 percent of students in grades nine and ten will achieve Level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Ninety-one percent of students in grade ten will score 3.5 or higher on the 2007 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, 52 percent of students in grade eleven will achieve Level 3 or higher on the 2007 administration of the FCAT Science Test.

The number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School will increase from 11,669 hours served in 2005-2006 to 11,769 hours served in 2006-2007, as documented by the information submitted for the Golden School Award in 2007.

Coral Reef Senior High School will maintain or exceed the parent, student, and staff 2006 School Climate Survey scores, 97, 88, and 96 percent, respectively, related to school safety as documented by the 2007 School Climate Survey.

As a result of the installation of permanently-mounted LCD projectors in all classrooms, the score on the "Student Access to Technology" portion of the 2006 STaR Survey will meet or exceed the score for the same category on the most recent STaR Survey for which numbers are available.

Given instruction in physical fitness, students will improve their health and fitness as evidenced by a two percent increase in the number of award recipients from 24 percent in 2006 to 26 percent in 2007 as measured by the FITNESSGRAM.

Coral Reef Senior High School will maintain or exceed the 46 elective sections open to students of all academies in 2005-2006, as documented by the master schedules from 2005-2006 and 2006-2007.

On the next publication of the State of Florida ROI index, Coral Reef Senior High School will maintain or exceed its ranking in the 96th percentile on the 2004-2005 publication.

Ninety-two percent of students in grade twelve will graduate as documented by Department of Education's 2007 Adequate Yearly Progress Report.

The 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 3154 students, approximately 22.1 percent of whom are white, 19.5 percent African-American, 49.6 percent Hispanic, and 8.7 percent Asian/Multiracial. There are 1114 gifted students and 134 students enrolled in the Special Education (SPED) 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 meals at a free or reduced priced. All but one member of the Class of 2006 in the standard curriculum group received a high school diploma, and 92 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, 27 language arts teachers, 20 math teachers, 20 science teachers, 19 social studies teachers, 12 foreign language teachers, 12 fine arts teachers, 16 vocational teachers, eight SPED teachers, and seven physical education/health teachers. Our faculty and counselors are diverse as well, with 19 percent African-American, 34 percent Hispanic, 45 percent white, and 2 percent Asian/Multiracial; in addition, 64 percent are female and 36 percent are male. Fourteen percent of our faculty and counselors hold either a Doctorate or Specialists degree, 42 percent hold a Masters degree, and the average Coral Reef educator has been teaching 14 years. Over the last five years, Coral Reef's average attendance has ranged from a low of 95.5 percent to a high of 96.8 percent in 2006. 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 sixth time in the last seven years. In addition, it was ranked 29th 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 4.1, 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 3.5, had the lowest score in the category. 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 3.7. There is a need for reflection and action to be 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. Individuals are always free to visit with members of the administration to voice their opinions or provide additional information. Administrators' doors are always open.

Stakeholder Engagement:

The five questions regarding customer and market focus make up this section of the survey and yielded the second-highest overall score. The high score (4.5) on question 3a indicates that the faculty and staff understand that the students and parents are their most important customers. The lowest scores (3.8) 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, and the question regarding whether they (faculty and staff) are allowed to make decisions to solve problems for their customers.

Faculty & Staff:

As with all other categories, the overall response by employees at Coral Reef was positive (3.9), indicating that a 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 score concerned the perception that they were not sufficiently recognized for the job that they were doing. Even this score was in the positive range at 3.6.

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, 4.2 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 Results received overall scores of 3.9 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 (3.1).

Performance Results:

Eighty-seven percent of the faculty and staff completed the Fall 2006 OPIS survey, an increase of 12 percent over the 75 percent that responded to the 2005 survey. Seventy-six percent of the faculty and staff responded positively, answering the questions with a response of 4.0 or above. On the 2005 Fall OPIS Survey, 81 percent responded positively.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

The number of students in grades nine and ten scoring at Level 3 or higher on the 2006 FCAT Reading Test increased to 74 percent and decreased to 61 percent, respectively. Scores for students in the ninth and tenth grades were lowest in the Words/Phrases Cluster at 75 and 67 percent correct, respectively. All subgroups identified in the NCLB Act made Adequate Yearly Progress, and 83 percent of the students in grade ten passed the 2006 FCAT Graduation Test on the first attempt. 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 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 using the Sunshine State Standards, 70 percent of students in grades nine and ten will achieve Level 3 or higher on the 2007 FCAT administration of the Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Encourage teachers across the curriculum to incorporate the use of real-world texts and District-provided databases into classroom instruction to enhance students' literacy and improve their research skills. Samples of student work will be collected and analyzed periodically. | Asst. Principal for Curriculum, Administrative Team, All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize strategies and materials which are currently available in advanced academic classes to provide a more rigorous curriculum for all students at all levels. | Asst. Principal for Curriculum, All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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, All Teachers | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| 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, All Teachers | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| Collect samples of student work which demonstrate students' critical reading and thinking skills from all teachers across the curriculum. | Asst. Principal for Curriculum, Department Chairs, All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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, Language Arts Department Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Emphasize across the curriculum the importance of students developing study skills including understanding of learning styles, time management, notetaking, and test preparation. To monitor progress, samples of student work will be collected and analyzed. | Assistant Principal of Curriculum, All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize student data from the FCAT, PSAT, SAT, ACT scores, and student grades as well | Asst. Principal for Curriculum, All Teachers, All Counselors, | 1/8/2007 | 3/30/2007 | District Strategic Plan | \$0.00 |

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|---|--|-----------|-----------|-------------------------|-----------|
| as teacher recommendations to identify students who should attempt higher level classes (while encouraging those students to register for the highest level classes in which they can be successful). | Administrative Team | | | | |
| Utilize the Inclusion Model for Students with Disabilities in language arts classes. | Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair, Inclusion Teachers | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| 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. All benchmarks will be addressed during the course of the tutoring. | Asst. Principal for Curriculum, Department Chairs | 9/9/2006 | 3/3/2007 | District Strategic Plan | \$7000.00 |

Research-Based Programs

The state-adopted Holt Rinehart textbook series
Sourcebook
AMSCO Preparing for FCAT Reading, Grade 10.

Professional Development

Staff development programs will be conducted during monthly department meetings, early release afternoons, and "First Thursdays." Other opportunities may be offered in accordance with the wishes and needs of the faculty.

Topics to be included are

- sharing best practices
- more effective use of block scheduling
- alternative strategies for improving student achievement and providing support for struggling students
- ideas for project-based learning.

Vertical and horizontal team meetings as well as grade-level meetings (as appropriate) will be held regularly.

Coral Reef's New Teacher program will provide support and mentoring for the first-year teachers as well as for teachers who have recently joined our faculty from other institutions.

Faculty and staff members will also participate in district-provided inservice activities such as AP or IB training sessions.

Evaluation

2007 FCAT Reading results

Teacher-created formative and summative evaluations

Scores on the 2007 AP English Language and AP Literature Test

Scores on the IB English Tests

District-mandated quarterly interim assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 grade nine scoring at Level 3 or higher on the 2006 FCAT Mathematics test increased from 86 percent to 88 percent, while the number of students in grade ten scoring at proficiency remained constant at 90 percent in 2006 as compared to the 2005 FCAT Test. All subgroups identified in the NCLB Act made Adequate Yearly Progress, and 96 percent of the students in grade ten passed the 2006 FCAT Graduation Test in mathematics on the first attempt, a decrease of one percent over the 2005 passing rate. There is still 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 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 using the Sunshine State Standards, 91 percent of students in grades nine and ten will achieve Level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|-----------|
| | | START | END | | |
| 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, | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| 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, All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize strategies and materials commonly available in advanced academic classes across the curriculum to provide a more rigorous program of instruction for all students. | Asst. Principal for Curriculum, Department Chairs | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize student data from FCAT, PSAT, SAT, ACT scores, and student grades as well as teacher recommendations to identify students who should attempt higher level classes while encouraging 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 | 1/8/2007 | 3/30/2007 | District Strategic Plan | \$0.00 |
| 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, Inclusion Teachers | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Encourage attendance at Saturday FCAT tutoring for all Level 1 and 2 students in | Asst. Principal for Curriculum, Mathematics Department Chair | 9/9/2006 | 3/3/2007 | District Strategic Plan | \$7000.00 |

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|--|--|
| 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. All benchmarks will be targeted during the course of instruction. | |
|--|--|

Research-Based Programs

Riverdeep web-based mathematics software

Amsco Preparing for FCAT Mathematics, Grade 10

State-adopted textbooks from:

- Prentice Hall for algebra
- Houghton Mifflin for pre-calculus
- Glencoe for analysis of functions
- Key Curriculum for geometry
- Wiley for calculus.

Professional Development

Topics to be included will be

- sharing best practices
- more effective use of block scheduling
- alternative strategies for improving student achievement and providing support for struggling students
- ideas for project-based learning.

Vertical and horizontal team meetings as well as grade-level meetings (as appropriate) will be held regularly.

Coral Reef's New Teacher program will provide support and mentoring for the first-year teachers as well as for teachers who have recently joined our faculty from other institutions.

Faculty and staff members will also participate in district-provided inservice activities such as AP or IB training sessions.

Evaluation

2007 FCAT Mathematics Test

Teacher-created formative and summative evaluations

Scores on the 2007 AP Calculus and AP Statistics Tests

Scores of the IB Math Methods and Math Studies Tests

District-mandated quarterly interim assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be proficient in writing.

Needs Assessment

Ninety-seven percent of the tenth grade students taking the 2006 FCAT Writing Test met state standards in writing. Three percent of students (approximately 21 students) achieved a score of 3.0, while 97 percent achieved a score of 3.5 or higher (approximately 700 students.) In addition, 47 percent of the students achieved a score of 5.0 or higher. Since majority of students in grade 10 have reached the baseline for proficiency, efforts should be focused on strengthening skills addressed in LA.B.1.4.2 and LA.B.2.4.3.

NCLB SUBGROUP TARGET

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

Measurable Objective

Ninety-one percent of students in grade ten will score 3.5 or higher on the 2007 administration of the FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|--------------------------------|--------|
| | | START | END | | |
| Participate in essay writing contests. | Asst. Principal for Curriculum, Department Chairs | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Continue to allocate 30 minutes per day for student-selected independent reading across the curriculum in order to broaden students' schema and vocabulary. Reader responses are correlated to all of the Sunshine State Standards. | Asst. Principal for Curriculum, Department Chairs | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Continue to utilize the Inclusion Model for Students with Disabilities in language arts classes. | Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| 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, with particular attention paid to benchmarks LA.B.1.4.2 and LA.B.2.4.3. | Asst. Principal for Curriculum, Department Chairs | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

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 addressing FCAT, AP and honors classes, and college preparation in all disciplines.

Evaluation

Evaluation will be addressed by the results on the 2007 FCAT Writing Test.

Districtpre/post FCAT Writing Assessments

Lists of contests entered and prizes won

Samples of student writing from language arts and other core-curriculum classes

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Students in grade eleven earned a mean scale score of 319 on the 2006 Science FCAT Test, a 13-point increase from the 2005 administration. Levels were set on the 2006 Science FCAT, and 50 percent of Coral Reef's eleventh graders scored at Level 3 or higher. There is concern about the gap between instruction and testing, particularly in the earth/space cluster and the physical science cluster, since many students study these concepts in middle school and testing occurs in grade eleven. 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 and maintain or improve the number of students scoring at Level 3 or higher.

Measurable Objective

Given instruction using the Sunshine State Standards, 52 percent of students in grade eleven will achieve Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|-------------------------|-----------|
| | | START | END | | |
| Provide time for teachers to plan collaboratively in order to align science curriculum horizontally and vertically. | Asst. Principal for Curriculum, All Science Teachers | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| Collect samples of student work which supports instruction in the SSS benchmarks across the curriculum. | Asst. Principal for Curriculum, All Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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, All Counselors, All Science Teachers | 1/8/2007 | 3/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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, Science Department Chair, All Science Teachers | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| 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, All Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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. Tutoring will occur after school two days a week and on Saturdays, covering all benchmarks over the course of the tutoring program. | Asst. Principal for Curriculum, Science Department Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$7000.00 |
| Continue to utilize the Inclusion Model where | Asst. Principal for Curriculum, | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |

| | | | | | |
|---|--|-----------|-----------|-------------------------|--------|
| possible for Students with Disabilities in science classes. | Science Department Chair, Special Education Department Chair | | | | |
| Document coverage of annually-assessed and subject-specific benchmarks in all ninth, tenth, and eleventh grade classes. | Asst. Principal for Curriculum, All Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Riverdeep web-based software for science instruction

Amsco Preparing for the FCAT Science, Grade 10

State-adopted textbooks from:

- Glencoe and Holt Rinehart and Winston for earth/space science
- Prentice Hall for biology
- Glencoe for physical science
- Glencoe and Holt, Rinehart and Winston for chemistry
- Current Publishing for marine science
- Thomson, Brooks, and Cole and Prentice Hall for physics.

Professional Development

Topics addressed during monthly department meetings will include:

- sharing best practices
- capitalizing on different learning styles
- effective uses of block scheduling
- development of project-based learning opportunities
- strategies for increased use of technology in the classroom.
- effective use of the FCAT item specifications in planning curriculum

Evaluation

2007 FCAT Science Test

Internal FCAT pre/post Test

Teacher-created formative and summative evaluations

Scores on the 2007 AP Chemistry, Biology, Environmental Science and Physics Exams

Scores on the IB Chemistry SL and HL Exams

Scores on the IB Biology SL and HL Exams

Scores on the IB Physics SL and HL Exams

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 and the clearance process more cumbersome. In order to promote parental involvement, Coral Reef Senior High School must provide parents with assistance in the application process necessary to become a school volunteer. Also, in an effort to address the need to keep parents informed as identified on the 2006 School Climate Survey, Coral Reef must improve its methods of direct and indirect communications with parents and the community.

Measurable Objective

The number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School will increase from 11,669 hours served in 2005-2006 to 11,769 hours served in 2006-2007, as documented by the information submitted for the Golden School Award in 2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|-------------------------|------------|
| | | START | END | | |
| 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 | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Provide easy access to the appropriate forms by providing links in several sections of the Coral Reef website. | Asst. Principal, Technology Coordinator | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Meet with parents and staff to discuss the new guidelines for volunteers and the their implementation. | Asst. Principal, Volunteer Liaison | 8/14/2006 | 9/29/2006 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$26500.00 |
| 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 | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Support the PTSA by providing workspace and materials for the PTSA officers when | Asst. Principal | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

| | | | | | |
|---|--|-----------|-----------|---------------------------|--------|
| they are on campus and by assisting recruitment efforts targeting students, faculty, and staff members. | | | | | |
| 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 | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

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

Professional Development

Staff will be trained in:

- telephone and e-mail etiquette
- requirements for various levels of volunteer service
- all regulations regarding the volunteers on campus

Evaluation

Evaluation and documentation will include:

- the 2007 School Climate Survey
- volunteer log-in book
- meeting logs and agendas from booster clubs, EESAC, and PTSA

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.)

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

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.

Needs Assessment

According to the 2006 School Climate Survey, 97 percent of the parents, 88 percent of the students, and 96 percent of the staff members feel that the school is safe and secure. However, additional surveillance cameras should be installed, especially in and on the new classroom building, to monitor the grounds and facilities in order to prevent vandalism, theft, and/or bodily harm from occurring. Software should be purchased that will obtain and process information from drivers' licenses, etc., in order to identify potential problems, notify security personnel of the threat, and provide a record of school visitors.

Measurable Objective

Coral Reef Senior High School will maintain or exceed the parent, student, and staff 2006 School Climate Survey scores, 97, 88, and 96 percent, respectively, related to school safety as documented by the 2007 School Climate Survey.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| 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 | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Continue to enforce district policies requiring faculty, staff, students, and visitors to wear identification badges. | Asst. Principal, Technology Coordinator, Head Security Monitor | 8/17/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$14000.00 |
| Install surveillance cameras in and on the new classroom building in order 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 | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

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.

SISCO Fast-Pass Software

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 objective will be evaluated by the 2007 School Climate Survey scores related to school safety.

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.)

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

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

Additional LCD projectors are needed in the 24 classrooms in the new modular building as well as in the medical classrooms, music rooms, and drama rooms. Also, in a recent faculty survey, there were many requests for opportunities to learn to use new software and hardware as well as to explore new ways of incorporating technology into their lesson plans. Concerns were also raised that the computer lab available for student/teacher use was being used as a regular classroom.

Measurable Objective

As a result of the installation of permanently-mounted LCD projectors in all classrooms, the score on the "Student Access to Technology" portion of the 2006 STaR Survey will meet or exceed the score for the same category on the most recent STaR Survey for which numbers are available.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|-------------------------|------------|
| | | START | END | | |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide technical training and support for the use of the LCD projectors for all interested staff members. | Asst. Principal for Curriculum, Department Chairs, Technology Coordinator | 10/16/2006 | 12/22/2006 | District Strategic Plan | \$0.00 |
| 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 | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that adequate technical support is available to prevent or minimize disruptions in technology availability. | Asst. Principal, Technology Coordinator | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Provide all students access to LCD projectors in their classrooms in order to display products from individual or group projects. | Asst. Principal, Technology Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$54000.00 |
| Provide increased student access to computers by creating two new computer labs available to teachers for class use by appointment. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$42000.00 |
| Provide all students with access to technology-based learning tools, such as web-based software including Riverdeep, FCAT Explorer, district-provided databases, and SAT Online, as well as productivity software such as Inspiration and the Microsoft Office Suite. | Asst. Principal, Technology Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$20000.00 |

| | | | | | |
|--|---|-----------|-----------|----------------------------|--------|
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
|--|---|-----------|-----------|----------------------------|--------|

Research-Based Programs

Riverdeep
SAT Online

Professional Development

Workshops will be provided to the faculty on use of 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 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 objective will be evaluated by scores on "Student Access to Technology" portion of the 2006 STaR Survey.

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.)

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

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 type="checkbox"/> |

GOAL 8 STATEMENT:

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

Needs Assessment

There is a need to promote good eating habits, health, and physical fitness in high school students. In order to meet that need, it is necessary to replace much of the physical education equipment currently in the school, most of which has been in use since the school opened nine years ago and is reaching the end of its useful lifespan. Twenty four percent of students in physical education received an award according to the District-provided FITNESSGRAM results in 2005-2006. Use of the FITNESSGRAM program will give students the ability and knowledge to periodically re-evaluate their own physical fitness.

Measurable Objective

Given instruction in physical fitness, students will improve their health and fitness as evidenced by a two percent increase in the number of award recipients from 24 percent in 2006 to 26 percent in 2007 as measured by the FITNESSGRAM.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|------------|
| | | START | END | | |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$20000.00 |

Research-Based Programs

The FITNESSGRAM, developed by The Cooper Institute

Professional Development

All physical education teachers will be trained in the use of the fitness equipment provided by the PEP Grant (Shaping the Future – Physical Education for Progress from the Department of Education and National Standards for Physical Education), with an adviser provided by Miami-Dade College. This will enable them to implement two of the strategies for this objective.

All physical educations will be trained in the effective use of the FITNESSGRAM Program.

Best practices will be shared at regular monthly department meetings.

Evaluation

The objective will be evaluated by the results from the FITNESSGRAM 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.)

| | | | | | |
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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

Coral Reef Senior High School will maintain or exceed the 46 elective sections open to students of all academies in 2005-2006, as documented by the master schedules from 2005-2006 and 2006-2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| 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 | 8/14/2006 | 2/2/2007 | Expanding arts opportunities | \$0.00 |
| Continue to enhance magnet electives, offering increased technology availability, competitions, and opportunities for internships and performances. | Principal, Assistant Principal for Curriculum, Lead Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase the number of Advanced Placement options open to students of all academies. | Principal, Assistant Principal for Curriculum, Student Services Dept. Chair | 1/8/2007 | 4/9/2007 | District Strategic Plan | \$26500.00 |
| 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 | 4/16/2007 | 5/30/2007 | Expanding arts opportunities | \$53000.00 |

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided to the Assistant Principal for Curriculum on the creation of a master schedule that increases the number of Advanced Placement options, allows students to take electives outside of their academies, and enhances magnet electives.

Evaluation

The objective will be evaluated by the number and types of elective sections available to students on the 2006-2007 master schedule.

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.)

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|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
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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 96th 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 2004-2005 school year, Coral Reef Senior High School ranked in the 96th percentile on the State of Florida ROI index. There is still room for improvement.

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 the 96th percentile on the 2004-2005 publication.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Collaborate with the District on resource allocation. | Principal | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Continue to pursue grant-based funding for special programs and equipment. | Principal | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Continue to encourage support from parent booster clubs and parent organizations to assist in funding special activities or programs. | Principal | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Continue to promote collaboration with and encourage support from the school's Dade Partners. | Principal | 7/1/2006 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Encourage the use of technology to increase learning gains. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Riverdeep

State-adopted textbooks in all disciplines

Sourcebook

SAT Online

Amsco Preparing for the FCAT (Reading, Mathematics and Science)

Professional Development

The principal and assistant principals will attend professional development activities focusing on improved use of financial resources and identification and cultivation of alternative sources of funding.

Evaluation

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"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

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

Needs Assessment

Of 631 seniors in the standard curriculum group of the school's class of 2006, only one senior did not receive a diploma. 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. The school must continue to maintain or exceed a nearly perfect graduation rate.

Measurable Objective

Ninety-two percent of students in grade twelve will graduate as documented by Department of Education's 2007 Adequate Yearly Progress Report.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Develop a master schedule to accommodate the required courses for the career academies. | Principal, Asst. Principal for Curriculum, Student Services Chair | 3/4/2007 | 6/30/2007 | District Strategic Plan | \$0.00 |
| Complete a comprehensive articulation/recruitment plan. | Principal, Assistant Principal for Curriculum, Project Manager | 8/14/2006 | 1/31/2007 | District Strategic Plan | \$0.00 |
| Identify a school-based leadership team. | Principal, Assistant Principal for Curriculum | 8/14/2006 | 9/8/2006 | District Strategic Plan | \$0.00 |
| Review career education programs/academies with the school community. | Principal, Assistant Principal for Curriculum, Lead Teachers, Student Services Chair | 8/12/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Differentiated professional development will be provided for teachers and administrators to facilitate the integration of career themes into content areas. These activities are being developed by the lead teachers in each of our six career academies.

Evaluation

Florida Department of Education's 2007 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 and increase the number of elective sections offered.

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 SAT On-line software to help prepare students for the PSAT/NMSQT and SAT exams.

Technology:

EESAC endorsed the purchase of a mobile, wireless laptop lab, new computers to outfit two new computer labs, and LCD projectors for the new modular building.

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 the review of the school's mission and vision. It also participated in planning the objectives and strategies for the School Improvement Plan, as well as providing a final review and approval.

School Safety & Discipline:

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

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---|---------------------|
| Goal 1: Reading | \$7,000.00 |
| Goal 2: Mathematics | \$7,000.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$7,000.00 |
| Goal 5: Parental Involvement | \$26,500.00 |
| Goal 6: Discipline & Safety | \$14,000.00 |
| Goal 7: Technology | \$116,000.00 |
| Goal 8: Health & Physical Fitness | \$20,000.00 |
| Goal 9: Electives & Special Areas | \$79,500.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Graduation (High Schools Only) | \$0.00 |
| Total: | \$277,000.00 |

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent