

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Gables Senior High School (7071)

Feeder Pattern - Coral Gables Senior

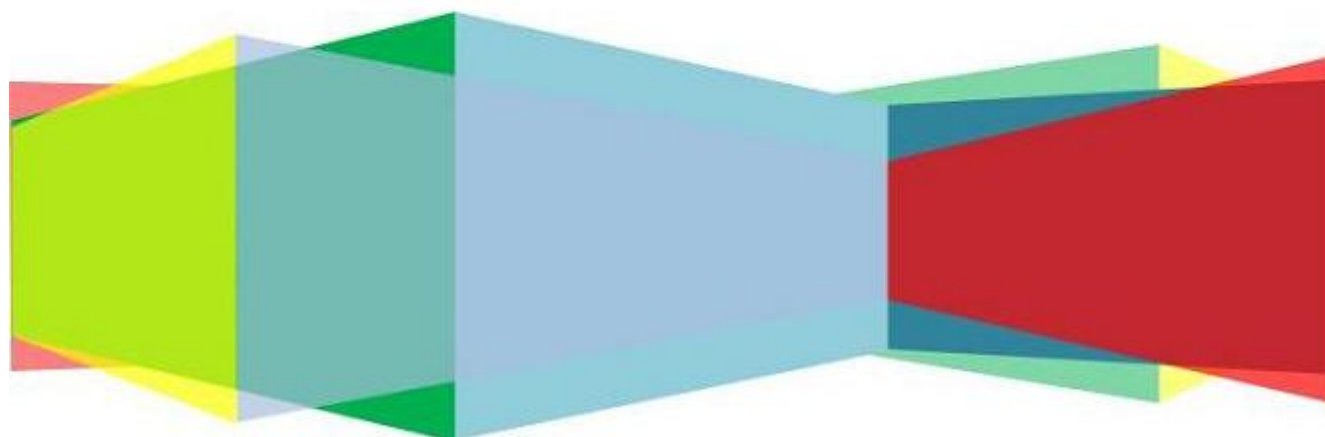
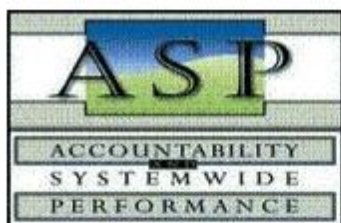
Regional Center IV

District 13 - Miami-Dade

Principal - Jo Anne Gans

Adult/Vocational Principal - Fred Pullum

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The importance of the School Improvement Plan is evident as it is the controlling document that drives the focus of the entire school and extended learning community. As such, a comprehensive needs assessment process was formulated to determine the direction of focus. A detailed review of the following documents was used to formulate this year's School Improvement Plan: School Accountability Results, Florida Department of Education (FDOE) School Report Card, FCAT Sunshine Standards Clusters, FDOE Adequate Yearly Progress Report, FDOE Return on Investment Index, School Profile, STAR Technology Survey, the Organizational Performance Improvement Snapshot, and the 2006-2007 School Improvement Plan. Discussions among administrators, faculty and staff, the Educational Excellence School Advisory Committee, and other stakeholders have resulted in the identification of the following objectives for the 2007-2008 school year.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Black students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-six percentage points to meet the No Child Left Behind requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by an increase of twenty-five percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by an increase of thirty-two percentage points to meet the No Child Left Behind requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, English Language Learner students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-five percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by an increase of fifty-two percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their Math skills as evidenced by 62% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirty-three percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirteen percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, English Language Learner students in grades nine and ten will improve their mathematics scores as evidenced by an increase of twenty percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their mathematics scores as evidenced by an increase of forty-seven percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, the total testing population of students in grade ten will improve their writing scores as evidenced by a one percentage point increase in the number of students scoring at or above 4.0 on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 49% of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT.

Given the documented importance of the relationship between parental involvement and academic success, Coral Gables High School will increase the documented parent involvement by five percentage points in 2007-2008 when compared to the documented parent involvement total from the 2006-2007 school year.

Given an emphasis on the importance of a safe and orderly learning environment, the school's Outdoor Suspension Rate of 13.19 will decrease by a minimum of one percentage point to 12.19 or below when the Outdoor Suspension Rate from the 2007-2008 school year are compared with the Outdoor Suspension Rate from the 2006-2007 school year.

Based on the District mandate to fully incorporate technology into the classroom, Coral Gables Senior High School will continue the District's Enhancing Education Through Technology (EETT) Initiative by providing training for 15 additional teachers. This workshop will raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 60 to 75.

Given the District initiative targeting the physical well-being of our students and participation in Physical Education courses, the percentage of students receiving the FITNESSGRAM award will increase by three percentage points when comparing the results of the 2007-2008 Physical Fitness test results with data from the 2006-2007 school year; therefore, 69% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

Given the District focus on an awareness of and participation in performing and visual arts, Coral Gables Senior High School will increase student participation in school and community-sponsored events.

Coral Gables Senior High School will improve its ranking on the State of Florida ROI index publication by one percentage point from the 82 percentile to the 83 percentile.

Given the Federal mandate as outlined in the No Child Left Behind Act, Coral Gables High School will show an increase in the graduation rate as evidenced by 68% of seniors meeting graduation requirements for the 2007-2008 school year which reflects a one percentage point increase from the 2006-2007 school year.

After a review of the Organizational Performance Improvement Snapshot Assessment Survey, it has been determined that the faculty and staff at Coral Gables Senior High School is satisfied with the work environment and the educational process therein. The lowest scoring areas fall within the following areas: concern for the availability of resources (3.9) and the communication of information involving the employees in the development of school goals (3.9). Specifically, the categorical areas of weakness included: My organization asks me what I think; As it plans for the future, my organization asks for my ideas; My supervisor and my organization care about me; My organization uses my time and talents well; I am recognized for my work; I can get all of the resources I need to do my job; My organization removes things that get in the way of progress; and I know how well my organization is doing financially.



School Improvement Plan 2007-2008



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.

7071 - CORAL GABLES SENIOR HIGH SCHOOL

VISION

Knowing that all students can achieve, Coral Gables Senior High School and its support network will teach, inspire, motivate, and empower our students to become integral members and leaders of society.

MISSION

Coral Gables Senior High School's mission is all about TIME: Teach, Inspire, Motivate, and Empower our students. By working together with our support network, we create a learning environment that nurtures success and that provides for the individual needs of our diverse student population. We believe in developing students' self-esteem and confidence through academic and extra-curricular achievements.

To accomplish our vision, the support network of Coral Gables Senior High School has developed a timely mission which is designed to Teach every student, Inspire and Motivate all students to excel, and Empower the student body with essential knowledge and skills to become high school graduates, integral members of society, and future leaders of our community.

CORE VALUES

School Improvement Plan

2007-2008



1. All students have the right to achieve; therefore, students will be actively engaged in opportunities for success.
2. Education is a critical part of the development of any learning society; therefore, through the development of critical thinking and communication skills, students will learn to make correct decisions.
3. Education opens the door of opportunity enabling students to become productive members of society; therefore, students need to be actively involved in problem solving work, which reflects higher order thinking skills.
4. Knowing that all students can learn will empower students to make educational decisions. Students need to be reassured of the quality of their work; thus, allowing for thoughtful reflections.
5. We believe in taking into consideration each child's special needs and cultural background, and in valuing these differences as a contributing and determining factor in his or her physical, emotional, and intellectual development.
6. Education, which is an endless process is individualized, recognized, and supported by instruction that addresses different learning styles and encourages students' cultural and linguistic differences.
7. We know that challenging any and all expectations with regards to student achievement will actively stimulate learning and increase the student's levels of performance.

School Demographics

Coral Gables Senior High School is located in Coral Gables, Florida, and is a part of the Miami-Dade County Public School system. The school is fifty-six years old, and its architectural design reflects the Spanish influence of open courtyards adorned with water fountains and the natural flora of the local environment.

Student Population

The school has a multi-ethnic student population, which closely mirrors that of the learning community and Miami-Dade County at large. The student population numbers 3,512 students and the ethnic composition is as follows: 8% White, Non-Hispanic, 10% Black, 80% Hispanic, and 2.0% Asian/Indian/Multiracial. Within that population, 375 students with disabilities, 1,375 are economically disadvantaged, and 478 are English Language Learners. At Coral Gables Senior High School, 52.2% of the students, or 1,842 students, are on free/reduced lunch.

Academic Programs

In addition to the regular academic track, there are three other significant bodies of students. There is a total of 478 students who are English Language Learners. Of those students, 125 students are in ESOL 1, 127 students are in ESOL 2, 89 students are in ESOL 3, and 137 students are in ESOL 4. The Special Education Department meets the needs of 375 students. Of those students, 22 are Educable Mentally Handicapped, 15 are Physically Impaired, 1 student who is Language Impaired, 3 students who are Deaf or Hard of Hearing, 1 student who is Visually Impaired, 36 students who are Emotionally Handicapped, 276 students with Specific Learning Disabilities, 14 students who are Profoundly Mentally Handicapped, 1 student who is Hospital/Homebound. Coral Gables Senior High School is following the District mandate to provide inclusion opportunities as detailed in the following text: 90% of Special Education students, or 329 students, participate in one or more inclusion classes ranging from electives to core content area classes. Thirty-five classes utilize the regular classroom teacher and the Special Education Teacher for instructional application. A total of 135 academic classes offer inclusion opportunities for Special Education Students. Additionally, consultative services are provided to all Special Education students participating in the general education setting. The International Baccalaureate Diploma Program, the magnet curriculum offered at Coral Gables Senior High School, serves 484 students residing throughout the county. Of that number, 122 are freshman, 137 are sophomores, 103 are juniors, and 122 are seniors. As of the 2003-2004 school year, the International Baccalaureate Program became a full diploma program only.

Student Retention and Discipline

Based on the most current statistics available, 459 students were placed on Outdoor suspensions, 1,302 students were placed in Indoor Suspension (SCSI), and 15 students were referred to the District's dropout prevention programs. The school's retention rate was 14.7% and the dropout rate was 3.9%.

Physical Fitness

Results of the Physical Fitness FITNESSGRAM test indicate that 1,054 or 97% of students in Physical Education courses were tested and 697 or 66% received the Gold or Silver Award.

Student Attendance and Mobility Rate

The school's daily attendance rate was 94.17% with 137 students having no absences, 960 students having 0.5-5.0 absences, 978 students having 5.5-10.0 absences, 719 students having 10.5-15.0 absences, 365 students having 15.5-20.0 absences, and 621 students having 20.5-Over absences. The school's mobility rate was 25%.

Employee Information

The school employs 1 Principal, 4 Assistant Principals, 136 regular Classroom Teachers, 18 Special Education teachers, 9 Guidance Counselors, 2 Media Specialists, 14 Teacher Aides, 16 Clerical/Secretary persons, 20 Custodial/Service workers, and 4 Other employees for a total of 233 full time staff members and 47 part-time staff members. Of that number, 37% are male and 63% are female. The principal is White, Non-Hispanic, and 25% of the assistant principals are Black and the remaining 75% are Hispanic. Among the regular classroom teachers 41% were White, Non-Hispanic, 10% Black, Non-Hispanic, 48% Hispanic, and 1% Asian/American Indian. Of the Special Education teachers, 28% were White, Non-Hispanic, 17% Black Non-Hispanic, and 26% Hispanic. Within the Student Services department 67% were White, Non-Hispanic and 33% Hispanic. The instructional staff attendance rate was 94.8% and 14 teachers recorded zero absences, 48 teachers fell within the 0.5-5.0 days absent range, 58 percent were absent 5.5-10.0 days, 23 teachers were absent 10.5-15.0 days, 15 teachers were absent 15.5-20.0 days, and 13 teachers were absent 20.5-Over days. At Coral Gables Senior High School, 47% of teachers hold a Bachelor's degree, 39.% hold a Master's degree, 11% hold a Specialist degree, and 3% hold a Doctorate degree.

School Foundation

Leadership:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the Leadership at Coral Gables Senior High School averages a 4.3 on a scale of 1 to 5 (1 being strongly disagree and 5 strongly agree). Specifically, the respondents averaged a score of 4.6 in section 1a., which states "I know my work location's mission." The weakest rating of 3.9 falls in the category of 1g., which states "My work location asks me what I think." Therefore, employees at Coral Gables Senior High School feel that the administration is frequent and/or constant with its direction, sharing of vision and mission of the school, creating a positive working environment and keeping employee's involved and abreast of the day to day operations of the school.

District Strategic Planning Alignment:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the District Strategic Planning Alignment of District goals and objectives for the school and the involvement of its employees in the development of said goals averaged a score of 4.0 on a scale of 1 to 5 (1 strongly disagree and 5 strongly agree). The strongest rating of 4.1 in the category of 2b., which states "I know the parts of my work location's plans that will affect me and my work." The weakest rating of a 3.8 falls in the category of 2a., which states "As it plans for the future, my work location asks for my ideas." Therefore, employees at Coral Gables Senior High School feel ownership for the future planning of the building.

Stakeholder Engagement:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that Stakeholder Engagement/Customer and Market Focus at Coral Gables Senior High School averaged a score of 4.3 on a scale of 1 to 5 (1 being strongly disagree and 5 being strongly agree). The strongest rating of 4.6 was recorded in category 3a., which states "I know who my most important customers are." The weakest score of 4.0 was recorded in category 3d., which states "I ask my customers if they are satisfied or dissatisfied with my work." Therefore, the employees of Coral Gables Senior High School believe that stakeholders have the autonomy to make decisions to improve their work and service our customers.

Faculty & Staff:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that faculty and staff and/or human resource focus recorded an average score of 4.1 on a scale of 1 to 5 (1 strongly disagree and 5 always agree). The strongest rating of 4.1 was recognized in the following areas: 5b., which states "The people I work with cooperate and work as a team; 5e., which states "I have a safe workplace"; and 5a., which states "I can make changes that will improve my work." The weakest rating of 3.9 falls in the category of 5d., which reads "I am recognized for my work." Based on those results, the employees at Coral Gables Senior High School enjoy a caring and safe working environment and work collaboratively to promote school goals and vision.

Data/Information/Knowledge Management:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that Data/Information/Knowledge Management recorded an average score of 4.3 on a scale of 1 to 5 (1 being strongly disagree and 5 strongly agree). The strongest rating of 4.5 was recognized in category 4s., which reads "I know how to measure the quality of my work. The weakest rating of 4.1 was shared by category 4f., which states "I get the information I need to know about how my work location is doing" and category 4b., which states "I get all of the important information I need to do my work." Employees at Coral Gables Senior High School feel they frequently have the ability to utilize data to monitor their progress and make necessary changes to better our school functions.

Education Design:

Results from the Organizational Performance Self-Assessment Survey (OPIS) indicate that the Educational Design and/or Process Management at Coral Gables Senior High School recorded an average of 3.9 on a scale of 1 to 5 (1 being strongly disagree and 5 strongly agree). The strongest rating of 4.1 was recorded in category 6d., which states "I have control over my work processes." The weakest score of 3.7 was recorded in category 6a., which states "I can get all of the resources I need to do my job." While satisfied with the work process, this survey reflects an area of concern regarding the availability of resources.

Performance Results:



School Improvement Plan

2007-2008



Results from the Organizational Performance Self-Assessment Survey indicate that the Business and/or Performance Results at Coral Gables Senior High School recorded an average 4.0 on a scale of 1 to 5 (1 strongly disagree and 5 strongly agree). The strongest rating of 4.4 was recorded in category 7i., which states "I am satisfied with my job." The weakest rating was recorded in category 7c., which states "I know how well my work location is doing financially." Employees at Coral Gables Senior High School frequently feel they are satisfied with their work site, have high standards and ethics, and that their work site shows concern for the success of the school and the extended community; however, the results also indicate the need to share more information relative to the school's financial status.

Schools Graded 'C' or Below

Professional Development:

CRISS Strategies
Differentiated Instruction Training/Workshop
Writing Across the Curriculum Workshop
Science Integrated Curriculum Workshop
Math and Reading Integrated Curriculum Workshop
Math and Technology Workshop
Infusing Technology into the Curriculum
Sharing of Best Practices during Department Professional Development Meetings

Disaggregated Data :

Data folders were distributed to all faculty members and a presentation of school-wide FCAT, AP, IB, Attendance, and Suspension data was conducted for all faculty members. Teachers were given their individual classroom data and had the opportunity to disaggregate the data and ask questions on how to better use this data to drive instruction within their classrooms. Students will be receiving academic portfolios with individualized data and goal setting forms. Students will be trained in taking ownership of their data and will be able to set their own goals. Parents received a workshop on school wide data. Reading, Math, and Science teachers will meet to continue to disaggregate their student data to address the areas of weakness based on the content clusters and modify curriculum as needed.

Informal and Formal Assessments:

All 9th and 10th grade students will be given District Interim Assessments in Reading and Math to monitor progress.

All 11th grade students will be given Science District Interim Assessments to monitor their progress.

Ninth, tenth, and FCAT Retake students in Intensive Reading classes will be given the ORF to determine proper placement and as an ongoing progress monitoring tool.

Alternative Instructional Delivery Methods :

Pull-out tutoring for high performing FCAT Level 1 and 2 students.

Saturday school tutoring in Reading, Math, and Science.

After School tutoring in Reading, Math, Science, Social Science, and SAT/ACT Prep.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Under Reading, Strategy number 10, allows all teachers in the building to teach reading to all their students.

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Reading

Needs Assessment

An assessment of data from the 2007 FCAT Reading administration reveals that within the current tenth grade class, 83% of students were proficient in Words/Phrases, 63% were proficient in Main Idea/Purpose, 55% were proficient in Comparisons, and 44% were proficient in Reference/Research. An analysis of data for the incoming ninth grade class reveals that 60% of students were proficient in Words/Phrases, 57% were proficient in Main Idea/Purpose, 56% were proficient in Comparisons, and 50% were proficient in Reference/Research. As such, within the tenth grade class, students performed best in Words/Phrases, followed by Main Idea/Purpose, then Comparisons, and finally, Reference/Research. Among the incoming ninth grade class, students performed best in Words/Phrases, followed by Main Idea/Purpose, then Comparisons, and finally Reference/Research. Currently, in the ninth grade there are 277 FCAT Achievement Level 1 students, and 233 FCAT Achievement Level 2 students, for a total of 510 deficient students out of 947 students. The current tenth grade class houses 357 FCAT Achievement Level 1 students and 253 FCAT Achievement Level 2 students for a total of 610 deficient students out of 1,011 students. These results also indicate that these students need to receive additional remedial instruction and support services to meet the graduation requirement. More specifically, the following subgroups as detailed in the No Child Left Behind Act did not meet Adequate Yearly Progress: Black, Hispanic, Economically Disadvantaged, English Language Learner, and Students With Disabilities. In order to address the needs of these students and to meet the District mandate relative to remedial instruction, there are 6 sections of annual intensive remedial reading for ninth graders and 7 sections of annual intensive reading for tenth graders. Ninth grade FCAT Level 2 students have been scheduled into 6 homogeneous English classes to further support remediation efforts. Additionally, 6 Phonics classes have been created to target those ninth and tenth grade students who have difficulty decoding. Ten sections of remedial reading have been scheduled to assist the 361 eleventh grade students who have yet to pass the FCAT Reading Test and 7 sections of remedial reading have been scheduled to assist the 144 twelfth graders who have yet to pass the FCAT Reading Test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Black students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-six percentage points to meet the No Child Left Behind requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by an increase of twenty-five percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by an increase of thirty-two percentage points to meet the No Child Left Behind requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, English Language Learner students in grades nine and ten will improve their reading skills as evidenced by an increase of forty-five percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by a an increase of fifty-two percentage points to meet the No Child Left Behind Act requirement of 58% of students scoring at state mastery levels.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of Language! program into Intensive Reading Plus classes to support instruction.	Principal, Assistant Principal of Curriculum, Reading Department Chair, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the use of Scholastic Read 180 in Special Education reading classes and inclusion reading classes to further support instruction and remediation.	Principal, Assistant Principal of Curriculum, Special Education Program Specialist, Special Education Department Chair, Reading Department Chair, and Reading Teachers	08/14/06	05/30/07	Inclusion of SWD	0
Schedule Reading Coach for regular classroom visitations to all reading classes to model lessons and strategies and provide further support and direction for reading teachers.	Principal, Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the use of Instructional Focus Calendars and subsequent District Interim Assessments to support instruction and document student progress in all Language Arts classes.	Principal, Assistant Principal of Curriculum, Reading Coach, Language Arts Department Chairs, Language Arts Teachers, Reading Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement a holistic approach of integrating the District Comprehensive Research-Based Reading Plan into the existing curriculum.	Principal, Assistant Principal of Curriculum, Reading Department Chair, all Instructional Personnel	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0

Provide to identified students, High School Gifted services as required by the District Consultation Model.	Principal, Assistant Principal of Curriculum, Gifted Coordinator, Selected Instructional Personnel	08/20/07	06/05/08	Advanced Academics	0
Provide Home-Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/20/07	06/05/08	Diversity & Educational Equity	0
Provide extended learning opportunities through Saturday School and after school tutoring by both teachers and peers.	Principal, Assistant Principal of Curriculum, selected Language Arts Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	5740
Create consensus within departments to follow 3 department-specific strategies, inclusive of measurable data, to support the school-wide goal of improving student reading performance.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Coordinate with the Coral Gables Adult School Assistant Principal, the scheduling and placement of students into adult school classes targeting intensive remedial reading.	Principal, Adult School Principal, Assistant Principal of Curriculum, Student Services Chair, Adult School Student Services Department	08/20/07	06/05/08	Alternative Education	0
Implement the use of TeenBiz 3000 in all ESOL classes to further support reading instruction.	Principal, Assistant Principal of Curriculum, ESOL Department Chair, ESOL Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide pull-out tutoring to the top 10% FCAT Level 1 and 2 9th and 10th grade students.	Principal, Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	4500
Create 9th grade teams to provide support and mentoring to all 9th grade students.	Principal, Assistant Principal of Curriculum, Ninth Grade Teachers	08/20/07	06/05/08	Secondary School Reform	

Research-Based Programs

Language Arts and Reading teachers will utilize Read 180, Language!, Prentice Hall Literature Survey textbooks, Timeless Voices, Timeless Themes, Teen Biz 3000, The Source Book, and Aim Higher FCAT Prep are used for classroom instruction and the enhancement of student learning gains. CRISS strategies will be utilized as a supplemental strategy to advance learning gains.

Professional Development

Creating Independence Through Student-Owned Strategies (CRISS) training will be provided for new teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Review training sessions for CRISS will also be provided. Language Arts and ESOL teachers will be afforded the opportunity to receive training in the use of the following programs: Language!, Teen Biz 3000, and Read 180. Additional training, for beginning teachers and those yet to be trained, will be offered in the use of SnapShot as a tool to further analyze student data and subsequent learning gains. Continued sharing of "Best Practices" will take place through department meetings and selected instructional personnel will attend District workshops targeting FCAT Reading Strategies and the further enhancement of reading skills. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to beginning teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all disciplines and the assessment skills according to the FCAT reading rubric.

Evaluation

This objective will be evaluated by scores of ninth and tenth grade students on the 2008 FCAT Reading Test as compared to the scores of ninth and tenth grade students on the 2007 FCAT Reading Test. District Interim Reading assessments will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. The Gates-MacGinitie Reading Inventory and ORF evaluation tools will also be used as diagnostic and progress monitoring tools. Should further diagnosis and placement be needed, the Diagnostic Assessment of Reading (DAR) will be used.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Math

Needs Assessment

An assessment of data from the 2007 FCAT Math administration reveals that within the current tenth grade class, 50% of the students were proficient in Number Sense, 43% of the the students were proficient in Measurement, 45% of the students were proficient in Geometry, 50% of the students were proficient in Algebraic Thinking, and 50% of the students were proficient in Data Analysis. An analysis of the data for incoming ninth grade class reveals that 55% of the students were proficient in Number Sense, 55% were proficient in Measurement, 44% were proficient in Geometry, 41% were proficient in Algebraic Thinking, and 44% were proficient in Data Analysis. As such, within the tenth grade class, students performed best in Number Sense, Algebraic Thinking, and Data Analysis. Among the incoming ninth grade class, students performed best in Number Sense and Measurement, followed by Geometry and Data Analysis. Currently in the 9th grade there are 216 FCAT Achievement Level 1 students and 180 FCAT Achievement Level 2 students, for a total of 396 students out of 947 students. The current tenth grade class houses 207 FCAT Achievement Level 1 students and 244 FCAT Achievement Level 2 students, for a total of 451 out of 1011 students. More specifically, the following subgroups as detailed in the No Child Left Behind Act did not meet adequate yearly progress: Black, English Language Learners, Students With Disabilities and Economically Disadvantaged students. These results also indicate that these students need to receive additional remedial instruction and support services to meet the graduation requirement. In order to address the needs of these students and to meet the District mandate relative to remedial instruction, there are 7 sections of annual intensive remedial math for ninth graders and 11 sections of annual intensive reading for tenth graders. Additionally, 74 seniors have been scheduled into 4 sections of intensive mathematics.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their Math skills as evidenced by 62% of students in grades nine and ten scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirty-three percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their mathematics scores as evidenced by an increase of thirteen percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, English Language Learner students in grades nine and ten will improve their mathematics scores as evidenced by an increase of twenty percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades nine and ten will improve their mathematics scores as evidenced by an increase of forty-seven percentage points to meet the No Child Left Behind requirement of 62% of students scoring at state mastery levels.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the use of an Instructional Focus Calendar for all Mathematics teachers that will include scheduled district assessments that target FCAT benchmarks.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide Home Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Program Teachers	08/20/07	06/05/08	Diversity & Educational Equity	0
Include weekly FCAT benchmarking activities to assess student progress.	Principal, Assistant Principal, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize practice AP and IB tests for students in advanced Mathematics in preparation for May examinations.	Principal, Assistant Principal of Curriculum, AP and IB Coordinators, selected Mathematics Teachers	08/20/07	06/05/08	Advanced Academics	0
Create consensus within departments to create and follow 3 department-specific strategies, inclusive of measurable data, to support the school wide goal of improving mathematics scores.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the use of Instructional Pacing Guides and subsequent interim assessments to support instruction and document student progress in all mathematics classes.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Coordinate with Coral Gables Adult School, the scheduling and placement of students into adult school classes targeting intensive remedial mathematics.	Principal, Adult School Principal, Assistant Principal of Curriculum, Student Services Chair, Adult School Student Services Department	08/20/07	06/05/08	Alternative Education	0
Provide structured and consistent learning opportunities through Saturday School and after school tutoring with both teachers and peers.	Principal, Assistant Principal of Curriculum, selected Mathematics Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	5740
Continue to identify students who demonstrate the potential for success in the IB Higher Level Mathematics and schedule accordingly.	Principal, IB Coordinator, Selected Mathematics Teachers	08/20/07	06/05/08	Advanced Academics	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Focus on the two weakest strands, as identified by the Student Performance Indicators, and provide concentrated instruction for all ninth and tenth grade students and eleventh and twelfth grade retake students.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide to identified students, High School Gifted services as required by the District Consultation Model.	Principal, Assistant Principal of Curriculum, Gifted Coordinator, selected Instructional Personnel	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Glencoe Algebra I and II and Geometry textbooks. The Geometer's Sketch Pad will also be utilized as a supplemental tool to enhance learning gains. The following resources are also available: Glencoe ExamView Pro Preparing for FCAT, Glencoe Testcheck and Worksheet Builder, Glencoe Multimedia Applications, and Glencoe ProTest Maker.



School Improvement Plan 2007-2008



Professional Development

Continued sharing of "Best Practices" will take place through department meetings and selected Mathematics teachers will attend District workshops targeting FCAT Mathematics Strategies and the further enhancement of mathematics skills. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to new teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of mathematics skills in all disciplines and the assessment skills according to the FCAT mathematics rubric.

Evaluation

This objective will be evaluated by scores of ninth and tenth grade students on the 2008 FCAT Mathematics Test as compared to the scores of ninth and tenth grade students on the 2007 FCAT Mathematics Test. District interim mathematics assessments will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. Intensive mathematics teachers will utilize and administer additional screening and diagnostic tests for Level 1 and Level 2 students as needed.

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

Writing

Needs Assessment

Based on an analysis of the 2007 FCAT Writing Plus scores and the Federal guidelines relative to the No Child Left Behind Act and Adequate Yearly Progress, it has been determined that the total test group of tenth grade students and each subgroup delineated in the No Child Left Behind Act must raise the percentage of students scoring at or above a 3.5 by one percentage point. Specifically, the total test population had 91% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 92% of the total test population must score at or above 3.5 on the 2008 FCAT Writing Plus Test. The White subgroup had 93% of students scoring at or above 3.5 on the 2006 FCAT Writing Plus Test; as such, 94% of students within the White subgroup must score 3.5 or above on the 2008 FCAT Writing Plus Test. The Black subgroup had 85% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 86% of students within the Black subgroup must score 3.5 or above on the 2008 FCAT Writing Plus Test. The Hispanic subgroup had 91% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 92% of students within the Hispanic subgroup must score 3.5 or above on the 2008 FCAT Writing Plus Test. The Economically Disadvantaged subgroup had 88% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 89% of students within the Economically Disadvantaged subgroup must score 3.5 or above on the 2008 FCAT Writing Test. The English Language Learner subgroup had 78% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 79% of students within the English Language Learner subgroup must score 3.5 or above on the 2008 FCAT Writing Plus Test. The Students with Disabilities subgroup had 64% of students scoring at or above 3.5 on the 2007 FCAT Writing Plus Test; as such, 65% of students within the Students With Disabilities subgroup must score 3.5 or above on the 2008 FCAT Writing Plus Test.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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, the total testing population of students in grade ten will improve their writing scores as evidenced by a one percentage point increase in the number of students scoring at or above 4.0 on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide writing initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Provide Home-Language Assistance (HLAP) services to Level 1 - Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/20/07	06/05/08	Diversity & Educational Equity	0
Enroll selected freshmen in advanced academics in a Research Skills Inquiry class designed to teach research and writing skills necessary for success in AP/IB upper level courses.	Principal, Assistant Principal of Curriculum, IB Coordinator	08/20/07	06/05/08	Advanced Academics	0
Implement the Gables Writes initiative where teachers in all classes encourage various types of writing throughout the week.	Principal, Assistant Principal of Curriculum, Reading Coaches, all Instructional Personnel	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Schedule ninth grade students into the High School 101 class which will emphasize writing instruction.	Principi, Assistant Principal of Curriculum, Student Services Department Chair, Freshman Forum Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Create consensus departments to create and follow 3 department-specific strategies, inclusive of measurable data, to support the school-wide goal of improving student writing performance.	Principi, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Purchase and employ the use of Turnitin.com as an anti-plagiarism tool.	Principal, Assistant Principal of Curriculum, Technology Coordinator, all Instructional Personnel	08/20/07	05/30/08	Academic Enrichment Opportunities	100
Employ the use of the Criterion Writing Program by all Language Arts teachers.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair and Language Arts Teachers	08/20/07	05/30/08	Academic Enrichment Opportunities	7900
Implement the use of an Instructional Focus Calendar for all faculty that will include scheduled assessments that target FCAT Writing benchmarks.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Administer a pre and post writing test in all language arts classes to assess learning gains.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of dictionaries and thesauruses in all language arts and Reading classrooms.	Principal, Assistant Principal of Curriculum, Language Arts Department Chairs, Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Continue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Offer Pre-IB Research Inquiry Skills class through Coral Gables Adult School to further the writing skills of students enrolled in advanced academics.	Principal, Adult School Principal, Assistant Principal of Curriculum, AP Coordinator, IB Coordinator	08/20/07	06/05/08	Alternative Education	0
Provide instruction in all Language Arts classes targeting expository and persuasive writing as delineated on the FCAT Writing Plus Test.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair, Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide to identified students, High School Gifted services as required by the District Consultation Model.	Principal, Assistant Principal of Curriculum, Gifted Coordinator, selected Instructional Personnel	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Glencoe Writer's Choice textbooks and Writer's Choice student workbooks are utilized to target modes of writing, pre-writing skills. The Criterion Writing program will be used as a supplemental tool to further enhance student learning gains.

Professional Development

Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all disciplines and the assessment skills according to the FCAT Writing Plus rubric. Teachers across the curriculum will participate in workshops focusing on FCAT writing standards and strategies. Teachers will also receive training in Criterion Writing, Write Traits, and Turnitin.com.

Evaluation

This objective will be evaluated by the scores of tenth grade students on the 2008 FCAT Writing Plus Test as compared to the scores of tenth grade students on the 2007 FCAT Writing Plus Test. Site developed pre and post writing tests will be administered, through the Language Arts classes, each quarter to provide formative assessment to monitor student progress and provide program evaluation.

Science Goal

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

Florida Education Priorities

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

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Science Statement

Science

Needs Assessment

Results from the 2007 FCAT Science Test indicate that students performed as follows within the tested strands (in order of most proficient to least proficient): 50% of eleventh grade students were proficient in the area of Earth/Space, 47% of eleventh grade students were proficient in the areas of scientific Thinking, 42% of eleventh grade students were proficient in the areas of Life/Environmental Sciences, and 38% of eleventh grade students were proficient in the Physical/Chemical category. Specifically, student performance was reflected in the following data: 45% of eleventh grade students performed at FCAT Achievement 1; 31% of eleventh grade students performed at FCAT Achievement Level 2; 21% of eleventh grade students scored at FCAT Achievement Level 3; 3% of eleventh grade students scored at FCAT Achievement Level 4; and 0% of eleventh grade students scored at FCAT Achievement Level 5. In conclusion, 24% of the target population scored at FCAT Achievement Level 3 or above.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 49% of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Home-Language Assistance (HLAP) services to Level 1 - Level 4 ESOL students in content areas.	Principal, Assistance Principal of Curriculum, Home Language Assistance Program Teachers	08/20/07	06/05/08	Diversity & Educational Equity	0
Evaluate laboratory experiments through the use of FCAT-style questions and writing prompts.	Principal, Assistant Principal of Curriculum, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Require students in advanced science classes to maintain a journal wherein they respond to higher order thinking prompts.	Principal, Assistant Principal of Curriculum, selected Science Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer an integrated science course, through Coral Gables Adult School, to assist in the acquisition of science skills.	Principal, Principal of Adult School, Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Alternative Education	0
Implement the use of an Instructional Focus Calendar for all Science teachers that will include scheduled quarterly assessments that target FCAT benchmarks.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the use of Instructional Pacing Guides and subsequent District Interim Assessments to support instruction and document progress in all science classes.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the 8-Step Continuous Improvement Model (CIM) to support school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Include weekly FCAT benchmark activities in all science classes to be reflected in teacher lesson plans.	Principal, Assistant Principal of Curriculum, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0

Research-Based Programs

Prentice Hall, Holt, Rinehart, and Winston science textbooks.

Professional Development

Creating Independence Through Student-Owned Strategies (CRISS) training will be provided for beginning teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Review training sessions for CRISS will be provided. Continued sharing of "Best Practices" will take place through department meetings and selected Science teachers will attend District workshops targeting FCAT Science Strategies and the new Integrated Science curriculum. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to new teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of science skills in all disciplines and the assessment skills according to the FCAT Science rubric.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by a comparison of student performance on the 2008 FCAT Science Test and the results of the 2007 FCAT Science Test. District interim assessments will be administered to monitor student progress and provide for program evaluation.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Parental Involvement

Needs Assessment

At Coral Gables Senior High School, parental involvement varies depending on the focus of the activity. However, PTSA meetings continue to register parents for approximately 1% of the total student population. There is an evident need to create a plan of action to increase parental involvement in academic areas.

Measurable Objective

Given the documented importance of the relationship between parental involvement and academic success, Coral Gables High School will increase the documented parent involvement by five percentage points in 2007-2008 when compared to the documented parent involvement total from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold PTSA membership drives and provide incentives to increase membership.	Principal, Assistant Principal of Curriculum, PTSA President	08/20/07	06/05/08	Improve Public Perception	0
Utilize the district Email and ConnectEd system to further support parent/teacher/school communication.	Principal, Technology Coordinator, all School Personnel	08/20/07	06/05/08	Parental Choice Options	0
Include in parent meetings, information relative to Adult School course offerings and other pertinent information.	Principal, Principal of Adult School, Assistant Principals	08/20/07	06/05/08	Alternative Education	0
Utilize the school website, the Parent Internet Viewer, printed publications, ConnectED and the electronic marquee to disseminate information to parents.	Principal, Assistant Principals, Webmaster	08/20/07	06/05/08	Parental Choice Options	0
Monitor, replenish, and update the Parent Resource Centers located in the Main Office and the Attendance Office.	Principal, Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Coordinate parent workshops for FCAT Level 1 and FCAT Level 2 parents to target the correlation between parental involvement and academic success.	Principal, Assistant Principals, Reading Coach, Test Chair	08/20/07	06/05/08	Parental Choice Options	0
Provide Parent Academy and Bilingual Parent Outreach workshops	Principal, Assistant Principals	08/20/07	06/05/08	Parental Choice Options	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by a comparison of the documented parental involvement data in 2007-2008 as compared to that data from 2006-2007.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

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

Needs Assessment

Based on the information gleaned from the Florida School Indicators Report, the Outdoor Suspension Rate for the school was 13.19%. Given the fact that student attendance is directly related to achievement and learning gains, alternative disciplinary plans will be implemented to reduce that rate during the 2007-2008 school year.

Measurable Objective

Given an emphasis on the importance of a safe and orderly learning environment, the school's Outdoor Suspension Rate of 13.19 will decrease by a minimum of one percentage point to 12.19 or below when the Outdoor Suspension Rate from the 2007-2008 school year are compared with the Outdoor Suspension Rate from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instill in students leadership skills, pride in their school, and civic responsibility through participation in the school beautification project.	Principal, Assistant Principals, Activities Director, Club Sponsors, Athletic Coaches	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide additional security to monitor student activity during adult school hours.	Principal, Adult School Principal, Adult School Liason	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement the Uniform Policy as adopted by the EESAC and majority vote of parents.	Principal, Assistant Principal in Charge of Attendance	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide information regarding student discipline to parents through print material, the school website, and the Parent Resource Centers.	Principal, Assistant Principals,	08/20/07	06/05/08	Truancy Prevention	0
Continue the enforcement of the Miami-Dade County Public Schools' Code of Student Conduct.	Principal, Assistant Principals, Student Services Department	08/20/07	06/05/08	Truancy Prevention	0
Utilize the discipline progression plan (detention hall, Saturday School, SCSI), by grade level administrators as interventions prior to outdoor suspensions.	Principal, Assistant Principals	08/20/07	06/05/08	Truancy Prevention	0
Implement the use of attendance and/or behavior contracts to provide corrective action.	Principal, Assistant Principals	08/20/07	06/05/08	Truancy Prevention	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Conduct grade level meetings with grade level administrators and students to review the Code of Student Conduct and to address discipline concerns.	Principal, Assistant Principals	08/20/07	06/05/08	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This goal will be evaluated when the Outdoor Suspension Rate from the 2007-2008 school year is compared with the Outdoor Suspension Rate of the 2006-2007 school year. Additionally, Student Case Management Referral Forms, attendance/behavior contracts, and the School Incident report will provide formative assessment and program direction.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Given the federal, state, and district initiatives to incorporate technology into the classroom, Coral Gables Senior High School will provide training opportunities for teachers to gain proficiency in using technology in the classroom.

Needs Assessment

After reviewing results of the STaR School Profile, data indicates that Coral Gables Senior High School falls within the advanced range in the following categories: Technology Planning, Technology Administration and Support, Learners and Learning, Accountability, and Community Outreach. Additionally, results indicate that Coral Gables Senior High School falls into the advanced categories of Teacher Use of Technology, School Administrators, and Professional Development. However, the school falls within the intermediate range of Teacher Access to Technology. As such, the school is in need of additional professional development activities for instructional personnel. Currently, 45 teachers have been trained in the use of multimedia and computer-driven programs designed to bring technology into the classroom and to enhance learning gains. Given an instructional faculty numbering 195, the need to increase the number of faculty members proficient in this type of technology is evident. As such, an additional 15 teachers will receive Enhancing Education Through Technology training during the 2007-2008 school year.

Measurable Objective

Based on the District mandate to fully incorporate technology into the classroom, Coral Gables Senior High School will continue the District's Enhancing Education Through Technology (EETT) Initiative by providing training for 15 additional teachers. This workshop will raise the number of teachers trained in the use of technology productivity, communication, research, and problem-solving and decision-making tools, from 60 to 75.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue school wide Email memorandum system to eliminate paper waste and to facilitate the communication process.	Principal, Assistant Principals, all School Personnel	08/20/07	06/05/08	Exchange Meaningful Information	0
Increase the number of computers available for both instructional and student use.	Principal, Technology Coordinator	08/20/07	06/05/08	Education Innovation	0
Increase professional development in base, advanced, multimedia, and online instructional tools.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/20/07	06/05/08	Exchange Meaningful Information	0
Create a standards-based lesson plan bank for the inclusion of technology in the classroom to be available for the instructional faculty.	Principal, Assistant Principal of Curriculum, Workshop Participants	08/20/07	06/05/08	Exchange Meaningful Information	0
Create a resource center with journals, software, multi-media equipment, and other resource materials to support the infusion of technology in the classroom.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/20/07	06/05/08	Exchange Meaningful Information	0
Implement the use of a technology- based project for all students enrolled in the Coral Gables Adult program.	Principal, Principal of Adult School, Assistant Principal of Curriculum, Adult School Instructional Personnel	08/20/07	06/05/08	Alternative Education	0
Select teachers from across the curriculum (on a first come, first serve basis), to participate in the five day Enhancing Education Through Technology workshop.	Principal, Assistant Principal of Curriculum, Technology Coordinator	08/20/07	06/05/08	Exchange Meaningful Information	7500
Review teacher lesson plans to reflect one technology-based assignment each marking period.	Principal, Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0
Implement the sharing of strategies and best practices in using technology for instruction via department meetings, professional development teacher work days, and early release activities.	Principal, Assistant Principal of Curriculum, Department Chairs, Workshop Participants	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize current software, hardware, and other online learning tools to support student learning gains.	Principal, Assistant Principals, Technology Coordinator, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Use the District electronic gradebook to facilitate record keeping, improve communication with parents, and report grades to ITS.	Principal, Technology Coordinator, all Instructional Personnel	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Selected teachers from across the curriculum will be invited to participate in the Enhancing Education Through Technology cohort emphasizing the use of technology in improving teaching and learning. Instruction will focus on research-based methods, best practices, and technology infusion strategies to improve student achievement.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the number of teachers successfully completing this workshop. Additional evaluation will be documented through the inclusion and implementation of technology productivity, communication, research, and problem-solving and decision-making tools in teacher lesson plans.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

Students in Physical Education classes will increase their overall level of physical fitness.

Needs Assessment

Based on the most current data available, 97% of students, or 1054 students, in Physical Education classes participated in the FITNESSGRAM program. Further analysis indicates that of those numbers, 66%, or 697 students earned either the Gold or Silver FITNESSGRAM award.

Measurable Objective

Given the District initiative targeting the physical well-being of our students and participation in Physical Education courses, the percentage of students receiving the FITNESSGRAM award will increase by three percentage points when comparing the results of the 2007-2008 Physical Fitness test results with data from the 2006-2007 school year; therefore, 69% of students enrolled in Physical Education classes will earn the FITNESSGRAM award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create lesson plans that will document time devoted to cardiovascular, flexibility, and muscular strength and endurance improvement.	Principal, Assistant Principal of Curriculum, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Create and distribute a newsletter for students and parents devoted to the promotion of healthy lifestyles.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Utilize the Carol M. White Physical Education Program Grant equipment to enhance physical fitness levels.	Assistant Principal of Curriculum, Physical Education Department Chair	08/20/07	06/05/08	Student Wellness	0
Administer a site-developed pre and post fitness test to determine baseline measures and program direction.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Continue to offer Physical Education classes through the Adult School program to assist students in maintaining physical fitness and in meeting graduation requirements.	Principal, Adult School Principal, Assistant Principal of Curriculum, Adult School Student Services Department	08/20/07	06/05/08	Alternative Education	0
Provide Health Connect services to students via an on-site nursing assistant and nurse.	Principal, Assistant Principals	08/20/07	06/05/08	Healthcare & Healthy Choices	

Research-Based Programs

Not Applicable

Professional Development

Selected Physical Education teachers will participate in District-mandated workshops designed to train teachers in the use of the technology components and other assessment tools designed to assist teachers in the FITNESSGRAM assessment process.

Evaluation

This objective will be evaluated by a comparison of the results of the FITNESSGRAM tests from the 2007-2008 school year and the results of the 2006-2007 school year. Additionally, site developed pre and post fitness tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Coral Gables Senior High School will increase student cultural literacy by 3% when compared to the 2006-2007 school year.

Needs Assessment

Measurable Objective

Given the District focus on an awareness of and participation in performing and visual arts, Coral Gables Senior High School will increase student participation in school and community-sponsored events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Designate a liason to attend monthly Cultural Arts meeting with the City of Coral Gables.	Principal, Cultural Arts Designee	08/20/07	06/05/08	Improve Public Perception	0
Create venues for students to showcase their talents - both school-site and community events.	Principal, Assistant Principals, Fine Arts Department Chair, Fine Arts Teachers	08/20/07	06/05/08	Improve Public Perception	0
Encourage student participation in visual arts and performing arts competitions.	Principal, Assistant Principals, all Instructional Personnel	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Invite guest artists and speakers/performers to expose students to the world of the arts.	Principal, Assistant Principals, all Instructional Personnel	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide assistance to performing arts and visual arts teachers to organize a field trip to attend a cultural arts event.	Principal, Assistant Principal of Curriculum, Fine Arts Department Chair, Fine Arts Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

Visual and performing arts teachers will attend specific district trainings in their particular area of expertise. Also, the faculty and staff as a whole will be encouraged to share cultural experiences at professional meetings.

Evaluation

This goal will be evaluated by the number by the documentation of baseline data detailing the number of cultural events attended by students and the number of cultural events staged school site.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

Coral Gables Senior High School will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Coral Gables Senior High School ranked at the 82 percentile on the State of Florida ROI index. This report also indicates that Coral Gables Senior High School is in the upper middle third of all high schools in the state in the ROI measure, the middle third of all high schools in the state on percent of students making learning gains, and the middle third of all high schools in the state on money spent per student in this school.

Measurable Objective

Coral Gables Senior High School will improve its ranking on the State of Florida ROI index publication by one percentage point from the 82 percentile to the 83 percentile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principals, Department Chairs	08/20/07	06/05/08	Continuous Improvement Model	0
Use purchased programs effectively and increase student participation.	Principal, Assistant Principals, Instructional personnel	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Work collaboratively with Adult School personnel to effectively utilize the building's resources.	Principal, Adult School Principal	08/20/07	06/05/08	Alternative Education	0
Reallocate school resources to better implement teaching, learning, and class-size mandates; i.e. , combine teacher aide positions into a teacher position.	Principal, Assistant Principals	08/20/07	06/05/08	Education Innovation	22380
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal of Curriculum, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Exchange Meaningful Information	0
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Assistant Principal of Curriculum, Department Chairs, Instructional Personnel	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0
Identify lowest quartile students, in reading and/or mathematics, early and provide additional assistance.	Principal, Assistant Principal of Curriculum, all Instructional Personnel	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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"/>

Graduation (High Schools Only) Statement

Coral Gables Senior High School will show an increase of one percentage point in the graduation rate when data from the 2007-2008 school year is compared with the 2006-2007 school year.

Needs Assessment

Results from the Adequate Yearly Progress Report indicate that 67% of graduating seniors met the state graduation requirements. Within the subgroups outlined in the No Child Left Behind Act, results further indicate that 77% of the White subgroup met graduation requirements, 50% of the Black subgroup met graduation requirements, 66% of the Hispanic subgroup met graduation requirements, 61% of the Economically Disadvantaged subgroup met graduation requirements, 49% of English Language Learners subgroup met graduation requirements, and 41% of the Students with Disabilities subgroup met graduation requirements.

Measurable Objective

Given the Federal mandate as outlined in the No Child Left Behind Act, Coral Gables High School will show an increase in the graduation rate as evidenced by 68% of seniors meeting graduation requirements for the 2007-2008 school year which reflects a one percentage point increase from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize a Senior Parent Night where the Student Services Department will disseminate information regarding graduation requirements.	Principal, Assistant Principal of Curriculum, Student Service Department Chair, Student Services Department	08/20/07	10/31/07	Exchange Meaningful Information	0
Continue to follow District guidelines governing parent contact relative to academic performance, discipline issues, and attendance record by all instructional personnel.	Principal, Assistant Principals	8/20/07	06/5/08	Exchange Meaningful Information	0
Identify students needing Adult School credit(s) for graduation and provide assistance to Adult School Student Services Department in the scheduling of said students.	Principal, Principal of Adult School, Student Services Department Chair, Student Services Department, Adult School Student Services Department	8/20/07	6/5/2008	Alternative Education	0
Utilize the Student Services Department to monitor the grades of seniors and to meet with students and parents of those seniors in danger of not meeting the graduation requirements in a timely manner.	Principal, Assistant Principals, Student Services Department Chair, Student Services Department	08/20/07	06/05/08	Exchange Meaningful Information	0
Schedule meetings with counselors and students, via the English classes, twice each year to disseminate information regarding high school graduation requirements.	Principal, Assistant Principal of Curriculum, Student Services Department Chair, Student Services Department	08/20/07	06/05/08	Exchange Meaningful Information	0
Include on the school website material notifying parents and students of information relative to graduation and academic success.	Principal, Assistant Principals, Student Services Department Chair, School Webmaster	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide information relative to student academic success and graduation requirements in both Parent Resource Centers.	Principal, Assistant Principals, Student Service Department Chair	08/20/07	06/05/08	Exchange Meaningful Information	0
Pursue the implementation of career academies for alignment with District Secondary School Reform goals.	Principal, Assistant Principals, Department Chairs, all Instructional Personnel	08/20/07	06/05/08	Secondary School Reform	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Using the Adequate Yearly Progress Report, this objective will be evaluated by a comparison of the 2007 graduation rate with the 2008 graduation rate. Quarterly reviews of student grades will provide formative assessment and program direction.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC establishes a budget committee to review and prioritize requests and recommend expenditures of state funds, which are made available. The budget committee presents its recommendations and proposed budget to the EESAC for approval and/or changes. Once consensus is established, action is taken to fund the recommended expenditures.

Training:

The EESAC encourages teachers and staff to attend workshops and conferences. Early release days allow the faculty and staff time to grow professionally through in-service activities planned during the designated days. The EESAC has underwritten the costs to send teachers for training as well as funded on-line workshops.

Instructional Materials:

The EESAC has purchased various textbooks as well as textbooks and materials unique to the remedial reading program. The EESAC has also purchased software to enhance performance on standardized tests.

Technology:

The EESAC allocates Technology funds which are allocated for the maintenance of departmental copy machines used to enhance instruction. Additionally, software licenses have been purchased and are renewable annually to enhance Language Arts and Mathematics instruction.

Staffing:

The EESAC Curriculum Council subcommittee provides a forum for input regarding staffing procedures. The committee brings its recommendations to the council for discussion and possible action. The EESAC funded support staff to assist teachers with the electronic gradebook.

Student Support Services:

Counselors are available each morning at the counter to assist students with short answer needs or to make appointments to discuss more time consuming concerns. Counselors have increased visitations to classrooms and connections with students. The EESAC funded PSAT exam fees for ninth grade Pre-I.B and Pre-A.P. students.

Other Matters of Resource Allocation:

The EESAC committed funds to purchase requested equipment and supplies for various departments based on priority and availability of materials.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC, in conjunction with the educational community, and specifically the school's Department Chairpersons, discuss and review the School Improvement Plan at monthly meetings.

School Safety & Discipline:

The EESAC also has in place a committee which meets as needed to address safety, discipline, and attendance issues. They will make recommendations to improve the safety factors within and around the school and changes to improve attendance policies and procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10240
Mathematics	5740
Writing	8000
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	7500
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	22380
Graduation (High Schools Only)	0
Total	53860



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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