

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Reef Senior High School (7101)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Adrienne Leal

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Coral Reef Senior High School, celebrating its tenth birthday this year, is a unique four year mega-magnet high school comprised of six academies: International Baccalaureate; Business/Finance; Agriscience/Engineering Technology; Leisure Medicine/Health Sciences; Visual/Performing Arts; and Legal/Public Affairs. Any student in eighth grade in Miami-Dade County is eligible to apply for admission to Coral Reef Senior High School. All Coral Reef students have been selected either by lottery, audition, or in the case of the International Baccalaureate program, by grade point average and success in eighth grade Algebra I and Earth/Space Science. In addition to the academic magnet academies, a comprehensive program of activities and athletics is available to all students and includes 67 student clubs and 19 sports teams. Parental involvement, evidenced by 22 booster clubs, 1,866 volunteers, and 8,163 volunteer hours logged, is a vital component of Coral Reef's success. Also important are the close ties maintained with 49 Dade Partners as well as numerous community professionals, businesses, and agencies. Because of the students' desire to attend Coral Reef and parent/community support of school programs, an environment exists which promotes high levels of academic achievement in all of the diverse academy disciplines, positive self-esteem for all students, a commitment to the school and outside community, and preparation for future success in the fields of the students' choice.

Students at Coral Reef Senior High School were, for the most part, successful in achieving the goals and objectives set for the 2006-2007 school year. In "Florida's A+ Plan," 525 points are required for an "A" designation. Coral Reef accrued 593 points, attesting to the overall success of our students; however, 48 percent of the students in the lowest quartile in reading were able to demonstrate learning gains, two percent lower than the required threshold and an unacceptable circumstance. This circumstance resulted in the loss of Coral Reef's "A" status for the first time in six years. In addition, all Special Education (SPED) students who were not in an inclusion program were tested using the State-accepted alternative assessment which was the only available test for our autistic students. Due to a sudden change in the state regulations, the previously acceptable alternative assessment was disallowed, and the students who had taken the test were judged to be "untested." As a result, although 100 percent of our Students with Disabilities (SWD) were tested, only 94 percent of our Students with Disabilities were tested by acceptable instruments, one percent less than the required 95 percent. As a result, Coral Reef did not make Adequate Yearly Progress. In all other respects, Coral Reef, using the Continuous Improvement Model, continued to improve student achievement, provide for student safety, satisfy its customers, involve parents in their students' educational experience, and provide a high return on its investment. Coral Reef serves a diverse student body of whom approximately 20.8 percent are White, 19.0 percent are Black, 51.4 percent are Hispanic, and 8.8 percent are Asian/Native American/Multiracial. SPED and ELL (English Language Learners) students have actively been recruited and have applied to this school. With the exception of the autistic students, SPED and ELL students must also be chosen by the lottery. As a result, there are currently 5 ELL students, 105 SPED students in academies, all included in general education classrooms, 41 autistic students, and 1050 Gifted students. There are other academy-based schools in the area which provide competition for the most motivated students. Coral Reef accepts that challenge as well as the challenge to improve the achievement levels of and provide a rigorous curriculum for all students, from those who are struggling to the very successful. Though the next ten years will undoubtedly be filled with new and different issues and opportunities, Coral Reef will continue to provide a quality, world-class education for all members of its diverse student body.

Given instruction using the Sunshine State Standards, 75 percent of students in grades nine and ten will achieve Level 3 or higher, and 50 percent of students in the lowest quartile in reading will make annual learning gains as evidenced by scores on the 2008 administration of the FCAT Reading Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of Students with Disabilities will be tested in 2008, as required by the NCLB Act.

Given instruction using the Sunshine State Standards, 90 percent or more of students in grades nine and ten will achieve Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of Students with Disabilities will be tested in 2008, as required by the NCLB Act.

Given instruction in the Sunshine State Standards, ninety-one percent of students in grade ten will demonstrate proficiency by scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 65 percent of students in grade eleven will achieve Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School will increase from 8,163 hours served in 2006-2007 to 8,600 hours served in 2007-2008, as documented by the information submitted for the Golden School Award in 2008.

Given an emphasis on a safe and orderly environment, Coral Reef Senior High School will maintain or exceed the parent, student, and staff 2008 School Climate Survey scores of 98, 92, and 98 percent, respectively, related to school safety as documented by the 2008 School Climate Survey.

Given an emphasis on the use of technology in education, on the 2008 Florida Innovates Survey, the ratio of students to computers available for student use will meet or exceed the ratio of 3.4:1 reported on the 2007 Florida Innovates Survey.



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Given instruction in physical fitness, students will improve their health and fitness as evidenced by a five percent increase in the number of award recipients from 30.3 percent in 2007 to 35.3 percent in 2008 as measured by the FITNESSGRAM.

Coral Reef Senior High School will maintain or exceed the 55 elective sections open to students of all academies in 2006-2007, as documented by the master schedules from 2006-2007 and 2007-2008.

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

Ninety-two percent of students in grade twelve will graduate as documented by Department of Education's 2008 Adequate Yearly Progress Report.

The District Strategic Planning Alignment category received the lowest score on the Organizational Performance Improvement Snapshot assessment (spring 2006-2007), indicating that faculty and staff do not feel that they have sufficient input into planning the school's objectives. Efforts will be increased to educate them on the process, reminding them of the district's role in planning, as well as the opportunities for input and the accessibility of department chairs, lead teachers, and administrators.

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



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.

7101 - CORAL REEF SENIOR HIGH SCHOOL

VISION

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

MISSION

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

CORE VALUES

Community Involvement

Life-Long Learning

Student Character

Learning is a Partnership

Diversity

School Demographics

Coral Reef's student body is diverse, consisting of 3020 students, approximately 20.8 percent of whom are White, 19.0 percent Black, 51.4 percent Hispanic, and 8.8 percent Asian/Native American/Multiracial. There are 1050 gifted students, 105 Special Education students included in regular classrooms with exceptionalities such as learning disabled, emotionally handicapped, and other health impaired, and 41 autistic Special Diploma students. Approximately 31 percent of the total student body is currently receiving free or reduced priced meals. All but one member of the Class of 2007 in the standard curriculum group received a high school diploma, and 91 percent of the seniors in the International Baccalaureate/International Studies (IB/IS) Program received the prestigious IB Diploma. In addition, there are five administrators, 11 counselors, including a TRUST counselor, a Career Specialist and a College Assistance Program (CAP) advisor, a Program Director, six lead teachers, an Athletic Director, an Activities Director, a Technology Coordinator, 29 language arts teachers, 21 math teachers, 22 science teachers, 24 social studies teachers, 13 foreign language teachers, 12 fine arts teachers, 16 vocational teachers, 13 SPED teachers, five elective, and six physical education teachers. Our administrators, faculty, and staff are diverse as well, with 22.2 percent Black, 36.2 percent Hispanic, and 39.4 percent White, while 66.2 percent are female and 33.8 percent are male. Of the faculty, 16.1 percent are Black, 33.9 percent are Hispanic, 49.4 percent are White, 63.1 percent are female, and 36.9 percent are male. Over the last six years, Coral Reef's average attendance has ranged from a low of 95.5 percent to a high of 96.6 percent in 2006-2007. Coral Reef Senior High School received a "B" in the Governor's A+ Plan for the first time in six years, having received an "A" the previous five years. In addition, it was ranked 20th in the nation by Newsweek magazine in their list of the country's top 100 high schools for 2007. Parent involvement is not a problem at Coral Reef where there are 21 active parent booster clubs, a fully-functional Parent-Teacher-Student Association (PTSA) with over 1000 members, and an EESAC which consistently meets with a quorum present. Because of its commendable parent involvement, Coral Reef was the only high school in Miami-Dade County to receive the Five Star Award by the State of Florida for the 2006-2007 school year.

School Foundation

Leadership:

The administration, faculty, and staff of Coral Reef Senior High School believe that the school's leadership sets the direction of the school, creating a positive environment that is conducive to learning. Once again, the survey's overall score on the Spring 2007 administration of the OPIS for this category was 4.1, indicating that a substantial majority of the employees strongly agree or agree with the seven items involved in this category. Item 1a in this survey scored as high as any other statement in the entire survey, indicating that the employees at Coral Reef are confident that they know what the school is trying to accomplish. Our mission statement was developed by all stakeholders, including parents, students, and community members, and reflects the beliefs of this learning community. Item 1g, scoring 3.6, had the lowest score in the category. Even though a majority of respondents felt that they had adequate opportunities for input into the school's decision-making process, a few staff members felt that their organization did not ask them what they think.

District Strategic Planning Alignment:

This category had the lowest average score of the categories overall, scoring 3.9, though this was a 0.2 point increase over the previous administration. There is a continued need for reflection and action to be taken to change the reality or the perception that employees are not involved in the development of the school's goals and objectives. The lowest scoring of the four indicators involved the organization's request for individuals' ideas and input as it plans for the future. Coral Reef has had a representative style of leadership since it opened in 1997, in which faculty and staff members discuss various topics at departmental meetings, and the results of those discussions are taken to the Curriculum Council for further discussion and action. The Curriculum Council is composed of administrators, department chairs, lead teachers, the Activities Director, and the Athletic Director. This group is responsible for many of the strategic planning decisions of the school, which are then taken before the EESAC for final discussion prior to acceptance or revision. In this form of leadership, all stakeholders have an opportunity to participate in the decision-making process. Individuals are always free to visit with members of the administration to voice their opinions or provide additional information.

Stakeholder Engagement:

The six questions regarding Customer and Market Focus make up this section of the survey and tied with Measurement, Analysis, and Knowledge Management for the highest overall score. The highest score (4.6) on question 3a indicates that the faculty and staff understand that the students and parents are their most important customers. The lowest scores (4.1) in this focus area resulted from the question regarding how frequently the faculty and staff question their customer's satisfaction with their (Coral Reef employees) work, and the question regarding whether they (faculty and staff) are allowed to make decisions to solve problems for their customers. These two questions also scored lowest on the previous administration, but showed a 0.3 point improvement on the spring administration.

Faculty & Staff:

As with all other categories, the overall response by employees at Coral Reef was positive with an overall score of 4.0, a increase of 0.1 point over the last administration of the survey. This indicates that a majority of the faculty and staff either strongly agree or agree with the statements on the survey, all of which were stated in positive terms. They feel that the workplace is safe, that they are free to make changes to improve their job performance, and that they work cooperatively with their colleagues, functioning as a team. The lowest score in the category concerned the perception that they were not sufficiently recognized for the job that they were doing. Even this score was in the positive range at 3.7, an increase of 0.1 point over the previous administration of the survey.

Data/Information/Knowledge Management:

For several years, data-driven decision-making has been employed at Coral Reef. It is apparent that faculty and staff at our school are comfortable using various forms of data and information, since this focus received the highest overall score, 4.3 out of a possible 5, an increase of 0.1 point over the previous administration of the survey. Employees feel that they are getting the information necessary to do their work. They also feel that they are quite capable of determining the quality of their work and reviewing it in order to determine necessary changes. They are aware of how their data and decisions fit into the school's overall measures of improvement and feel that they are kept abreast of the school's progress in achieving its objectives.

Education Design:



School Improvement Plan 2007-2008



Both Process Management and Business Results received overall scores of 4.1 out of 5, a 0.2 point increase over the previous administration of the survey. Employees feel that the staff acts ethically and maintains high standards, and that their work meets requirements for high quality and excellence. They also report a high degree of job satisfaction. They feel that they get all of the resources necessary to do their jobs, but they are unsure about their organization's financial health (3.4, a 0.3 point increase).

Performance Results:

Seventy-five percent of the faculty and staff completed the Spring 2007 OPIS Survey. Seventy-eight percent of the faculty and staff responded positively, answering the questions with a response of 4.0 or above, a 2 percent improvement over the Fall 2006 administration.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

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

Several innovative approaches to instruction are used at Coral Reef Senior High School. Vertical and horizontal teams are used extensively to coordinate instruction, share new ideas and best practices, and ensure that students meet the requirements of their current courses while preparing for success at more advanced levels. Veteran teachers mentor their less-experienced counterparts in order to help the new teachers provide better and more engaging coverage of benchmarks and course expectations. Technology plays a large role in Coral Reef’s mission to prepare students for life-after-high school, and few other schools can rival Coral Reef in this area. Much of the project-based learning and other innovative instructional strategies used at Coral Reef revolve around the availability of and access to technology. Coral Reef was the first large high school in the county to permanently install LCD projectors and sound systems into all classrooms. There are eighteen computer labs plus two mobile laptop carts in service, providing instruction in such areas as computer-aided design, digital photography, digital cinematography, journalism and yearbook production, artistic digital publishing, science data collection and analysis, reading, writing, and mathematics. Technology is also widely used to facilitate communication between administrators, counselors, teachers, students, parents, and community members. All students and school employees are provided with e-mail accounts and file storage space on school servers. These are but a few strategies that Coral Reef uses to ensure the success of their students.

Long before the idea became fashionable, administrators and faculty members at Coral Reef were convinced that ALL teachers must be reading teachers. Teachers in all classes are involved in reading instruction and the development of student literacy, as evidenced by the strategies found in the reading, writing, mathematics, and science objectives of the School Improvement Plan. Accountability for the implementation of these strategies extends across the curriculum to all teachers.

Professional development to improve instruction in content-area reading is provided both by the District and the school. Opportunities for professional growth, occurring at the District and the school level, are provided in all core subject areas for teachers of students at all ability levels. A week-long, in-house workshop is held each summer to provide teachers with strategies to assist students as they develop study, time-management, note-taking, and test preparation skills.

Opening in 1997, Coral Reef Senior High School is Miami’s Mega Magnet and embodies the concept of small learning communities. Consisting of six academies, each with its own unique focus, Coral Reef Senior High School serves a culturally and racially diverse community. Each student is enrolled in one of the six magnet academies: Agriscience and Engineering Technology, International Business and Finance, International Baccalaureate/International Studies, Legal and Public Affairs, Leisure Medicine and Health Science, and Visual and Performing Arts. The diversity of the magnet themes offers students the opportunity to choose a curriculum path based on interest, talent, and future career goals. In order to further ensure academic success, a unique tiered approach, made possible by the school's academy structure, is used to monitor student progress and improve student achievement. Beginning with the classroom teacher, the



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process consists of referrals, both formal and informal, to the counselors, lead teachers and administrators assigned to the various academies, involving the parents at each step. Even though Coral Reef is a full-sized high school with a complete program including a wide variety of extra-curricular activities and athletic programs, students seldom “fall through the cracks.” The multi-leveled oversight by school personnel, the involvement and support of the parents, the sense of responsibility and belonging engendered by the academies, and the overall culture of learning and achievement that exists at Coral Reef, all function to empower students to be successful at many levels and to define Coral Reef as a high-functioning high school composed of six small learning communities.

Students of all abilities apply and may be chosen by the lottery to attend Coral Reef. In order to serve these varying needs, a wide variety of class offerings, from advanced academic classes to intensive classes designed to assist struggling students, are provided. To supplement regular classroom instruction, intensive classes in reading and mathematics are provided as designated by the District, with additional support for struggling students offered through an extensive Saturday tutoring program in reading, mathematics, writing, and science.

Career development and preparation are key features of each academy’s focus, providing extensive opportunities for internships and community service. As early as grade eleven, students have the opportunity to participate in dual enrollment in Florida International University or the University of Miami, earning college credit while still in high school. A full range of Advanced Placement (AP) and International Baccalaureate (IB) classes are offered, in some cases, as early as ninth grade, providing students with the opportunity to earn college credit and increase the rigor of their studies. This range of course offerings, academic, vocational, and artistic, provides students with options based on career goals, interests, and talents.

The array of courses mentioned in the previous paragraph can only be offered through a carefully planned master schedule based on student interest, goals, and needs.

Coral Reef’s success is due, in large part, to the incredible support and involvement of parents and community members. This involvement is evidenced by the school’s Parent-Teacher-Student Association (PTSA) with over 1000 members, 22 active booster clubs, 1,866 registered volunteers serving 8,163 hours, and the school’s selection as the only high school in Miami-Dade County to receive the state’s prestigious Five Star Award.

Many of the vocational academy classes provide students with opportunities to apply knowledge gained in the classroom to real-world experiences such as performing in concert halls around the nation and the world, providing patient care in a hospital, caring for animals, or trying a case before a moot court. Technology plays a large role in the applied and integrated courses. As the workplace becomes more dependent upon technology, so must schools ensure that their students are adequately prepared to utilize the technology required by their chosen careers. Integrating technology and core disciplines into real-world experiences or scenarios enhances student engagement and provides a relevance too often lacking in the traditional classroom.

The Career Specialist and the College Assistance Program (CAP) advisor, in conjunction with the academy counselors and lead teachers, provide academic and career counseling for all students at all levels. A College Fair is held every year with 97 colleges currently scheduled to participate in this year’s event. All seniors apply for Florida Bright Futures Scholarships, and the school has one of the highest percentages of scholarship recipients in the state. Over ninety percent of Coral Reef’s graduates attend some type of post-secondary educational program as evidenced by vocational tracking and required high school exit interviews.

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 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"/>

Reading Statement

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

Needs Assessment

The percentage of students in grades nine and ten scoring at Level 3 or higher on the 2007 FCAT Reading Test decreased to 73 percent (a decline of one point) and increased to 64 percent (an increase of 3 points), respectively. Students in grade ten scored highest in the Words/Phrases Cluster, answering an average of 83 percent of the questions correctly. Their scores on the remaining three content clusters were grouped around an average of 75 percent correctly answered questions, plus or minus two percent. Students in grade nine scored lowest in the Reference/Research cluster, with an average of 67 percent of the questions answered correctly. The other clusters grouped around an average of 75 percent correctly answered questions, plus or minus two percent.

Eighty-three percent of students in grade ten met the high school graduation requirement, and all subgroups identified in the NCLB Act made Adequate Yearly Progress in reading. Forty-eight percent of the students in the lowest reading quartile made annual learning gains, two percent less than the required 50 percent. Thus, Coral Reef is no longer an "A" school, even though 593 points were accrued, 68 points more than the required 525 points for the "A" status. In addition, the percentage of students in the lowest quartile making annual learning gains decreased from 66 percent in 2006 to 48 percent in 2007. More importantly, Coral Reef has always been committed to providing for the needs of all of its students, and the decrease in achievement of the lowest quartile of readers is both disturbing and unacceptable. All strategies for this goal are designed to improve: instruction, the rigor of the curriculum, and achievement at all levels for all students.

NCLB Subgroup Target



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



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Measurable Objective

Given instruction using the Sunshine State Standards, 75 percent of students in grades nine and ten will achieve Level 3 or higher, and 50 percent of students in the lowest quartile in reading will make annual learning gains as evidenced by scores on the 2008 administration of the FCAT Reading Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of Students with Disabilities will be tested in 2008, as required by the NCLB Act.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers across the curriculum to incorporate the use of real-world texts and District-provided databases into classroom instruction to enhance students' literacy and improve their research skills. Samples of student work will be collected and analyzed periodically.	Principal, Asst. Principal for Curriculum, Administrative Team, All Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide opportunities for teachers across the curriculum to plan collaboratively, focusing on vertical and horizontal teaming to align curriculum.	Principal, Asst. Principal for Curriculum, Department Chairs, All Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Monitor students' progress by collecting samples of work which demonstrate their critical reading and thinking skills. Analyze data and modify instruction accordingly, implementing the Continuous Improvement Model.	Principal, Asst. Principal for Curriculum, Department Chairs, All Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize SAT Online, a program from the College Board, into plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Principal, Asst. Principal for Curriculum, Language Arts Department Chair, Academy Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Emphasize across the curriculum the importance of students developing study skills including understanding of learning styles, time management, note-taking, and test preparation. To monitor progress, samples of student work will be collected and analyzed.	Principal, Asst. Principal of Curriculum, All Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize student data from the FCAT, PSAT, SAT, ACT scores, and student grades as well as teacher recommendations to identify students who should attempt higher level classes (while encouraging those students to register for the highest level classes in which they can be successful).	Principal, Asst. Principal for Curriculum, All Teachers, All Counselors, Administrative Team	1/7/2008	3/27/2008	Advanced Academics	0
Utilize the Inclusion Model for Students with Disabilities in language arts classes.	Principal, Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair, Inclusion Teachers	8/20/2007	6/5/2008	Inclusion of SWD	0
Encourage attendance at Saturday FCAT tutoring for all Level 1 and 2 students in grades nine and ten as well as students in grades eleven and twelve who have not passed the FCAT Reading Test, closely monitoring attendance and progress, providing feedback to parents, lead teachers, teachers, counselors, and administrators. All benchmarks will be addressed during the course of the tutoring.	Principal, Asst. Principal for Curriculum, Department Chairs	8/25/2007	3/15/2008	Continuous Improvement Model	10000
Administer district-provided Interim Tests to students in grade nine and ten, analyzing the data to differentiate instruction.	Principal, Asst. Principal for Curriculum, appropriate Department Chairs, and Lead Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a vocabulary/literacy development component across the curriculum to include individual departmental as well as interdisciplinary strategies for building students' literacy	Principal, Asst. Principal for Curriculum, Department Chairs, All Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer an acceptable alternative assessment for SWD students unable to be tested with the FCAT assessments.	Principal, Asst. Principal, Special Education Department Chair	3/3/2008	3/26/2008	Other/ Not Applicable	0
Conduct data debriefing sessions using appropriate practices selected from the Regional Center Debriefing Protocols and plan curriculum modifications accordingly.	Principal, Asst. Principal for Curriculum, Curriculum Council	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are being utilized at Coral Reef Senior High School:

- The state-adopted Holt Rinehart textbook series
- Sourcebook



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Professional Development

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

Topics to be included are:

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

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

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

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

Evaluation

The following evaluation instruments are being used to assess student progress:

- 2008 FCAT Reading results
- Teacher-created formative and summative evaluations
- Scores on the 2008 AP English Language and AP Literature Tests
- Scores on the IB English Tests
- District-mandated quarterly interim assessments.

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 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"/>

Mathematics Statement

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

Needs Assessment

The number of students in grade nine scoring at Level 3 or higher on the FCAT Mathematics test decreased from 88 percent on the 2006 administration to 86 percent on the 2007 administration. The number of students in grade ten scoring at proficiency increased from 90 percent on the 2006 administration of the FCAT Mathematics Test to 92 percent on the 2007 administration. Only 94 percent of the Students with Disabilities (SWD) were tested with an acceptable instrument, one percent lower than the required 95 percent. As a result, the SWD subgroup did not make Adequate Yearly Progress. All other subgroups identified in the NCLB Act made Adequate Yearly Progress, and 97 percent of the students in grade ten met the high school graduation requirement in mathematics on the first attempt, an increase of one percent over the 2006 passing rate. There is still room for improvement until all students reach mastery and meet the graduation requirement on the first attempt. All strategies for this goal are designed to improve instruction, monitor student achievement, improve the rigor of the curriculum, and improve achievement at all levels for all students.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, 90 percent or more of students in grades nine and ten will achieve Level 3 or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of Students with Disabilities will be tested in 2008, as required by the NCLB Act.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers to incorporate SAT Online, a program from the College Board, in their lesson plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Principal, Asst. Principal for Curriculum, Mathematics Department Chair,	8/20/2007	6/5/2008	Advanced Academics	0
Provide opportunities for teachers across the curriculum to plan collaboratively, focusing on vertical and horizontal teaming to align curriculum.	Principal, Asst. Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Collect and assess samples of student work from across the curriculum to document the implementation of strategies included in the School Improvement Plan. Analyze data and modify instruction accordingly, implementing the Continuous Improvement Model.	Principal, Asst. Principal for Curriculum, Department Chairs, All Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize strategies and materials commonly available in advanced academic classes across the curriculum to provide a more rigorous program of instruction for all students.	Principal, Asst. Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	Advanced Academics	0
Continue to use departmental midterm and final exams to help ensure adequate instruction in and mastery of all mathematics Sunshine State Standards.	Principal, Asst. Principal for Curriculum, Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize student data from FCAT, PSAT, SAT, ACT scores, and student grades as well as teacher recommendations to identify students who should attempt higher level classes while encouraging those students to register for the highest level classes in which they can be successful.	Principal, Asst. Principal for Curriculum, Mathematics Department Chair, Student Services Department Chair	1/7/2008	3/28/2008	Advanced Academics	0
Continue to utilize the Inclusion Model where possible for Students with Disabilities in mathematics classes.	Principal, Asst. Principal for Curriculum, Mathematics Department Chair, Special Education Department Chair, Inclusion Teachers	8/20/2007	6/5/2008	Inclusion of SWD	0
Encourage attendance at Saturday FCAT tutoring for all Level 1 and 2 students in grades nine and ten as well as students in grades eleven and twelve who have not passed the FCAT Mathematics Test, closely monitoring attendance and progress, providing feedback to parents, lead teachers, teachers, counselors, and administrators. All benchmarks will be targeted during the course of instruction.	Principal, Asst. Principal for Curriculum, Mathematics Department Chair	8/25/2007	3/15/2008	Continuous Improvement Model	10000
Administer an acceptable alternative assessment for SWD students unable to be tested with the FCAT assessments.	Principal, Asst. Principal, Special Education Department Chair	3/3/2008	3/26/2008	Other/ Not Applicable	0
Align instruction in Algebra I and Geometry with the District Pacing Guides.	Principal, Asst. Principal for Curriculum, Teachers of Algebra I and Geometry, Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct data debriefing sessions using appropriate practices selected from the Regional Center Debriefing Protocols and plan curriculum modifications accordingly.	Principal, Asst. Principal for Curriculum, Curriculum Council	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are being utilized at Coral Reef Senior High School:

- Riverdeep web-based mathematics program
- State-adopted textbooks from:
 - o Prentice Hall for algebra
 - o Houghton Mifflin for pre-calculus
 - o Glencoe for analysis of functions
 - o Key Curriculum for geometry
 - o Wiley for calculus.

Professional Development

Topics to be included will be:

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

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

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

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

Evaluation

The following evaluation instruments will be used to assess student progress:

- 2008 FCAT Mathematics Test
- Teacher-created formative and summative evaluations
- Scores on the 2008 AP Calculus and AP Statistics Tests
- Scores of the IB Math Methods and Math Studies Tests
- District-mandated quarterly interim assessments.

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 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"/>

Writing Statement

All students will be proficient in writing.

Needs Assessment

Ninety-seven percent of the tenth grade students taking the 2007 FCAT Writing+ Test met state standards in writing. Two percent of students (approximately 17 students) achieved a score of 3.0, while 97 percent achieved a score of 3.5 or higher (approximately 848 students.) In addition, 50 percent of the students achieved a score of 5.0 or higher. Since majority of students in grade ten have reached the baseline for proficiency, efforts should be focused on strengthening skills addressed in LA.B.1.4.2 and LA.B.2.4.3.

NCLB Subgroup Target

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

Measurable Objective

Given instruction in the Sunshine State Standards, ninety-one percent of students in grade ten will demonstrate proficiency by scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer district-provided pre- and post-FCAT writing assessments to students in grades nine and ten, analyzing the data to determine students' needs.	Principal, Asst. Principal for Curriculum, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to allocate 30 minutes per day for student-selected independent reading across the curriculum in order to broaden students' schema and vocabulary.	Principal, Asst. Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Continue to utilize the Inclusion Model for Students with Disabilities in language arts classes.	Principal, Asst. Principal for Curriculum, Language Arts Department Chair, Special Education Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.	Principal, Asst. Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	Advanced Academics	0
Encourage teachers across the curriculum to incorporate the use of district-provided databases into classroom instruction in order to enhance students' research skills and literacy as well as provide opportunities to develop their writer's voice.	Principal, Asst. Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide students with opportunities across the curriculum to demonstrate research skills by gathering information from a variety of sources, organizing, analyzing, evaluating, and synthesizing it, and preparing a written and/or visual product.	Principal, Asst. Principal for Curriculum, All Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

The grade-level specific, state-adopted Holt Rinehart textbook series is the research-based program being used for Writing instruction at Coral Reef Senior High School.

Professional Development

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

Evaluation

Evaluation will be addressed by the results on the 2008 FCAT Writing+ Test. The following will also be used for evaluation:

- District pre/post FCAT Writing Assessments
- Lists of contests entered and prizes won
- Samples of student writing from language arts and other core-curriculum classes.

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

Miami-Dade County Public Schools

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

Science Statement

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

Needs Assessment

Students in grade eleven earned a mean scale score of 328 on the 2007 Science FCAT Test, a nine point increase from the 2006 administration. The number of students scoring at Level 3 or higher increased from 50 percent in 2006 to 55 percent on the 2007 administration of the Science FCAT. The average percentage of correctly answered questions on three of the content clusters remained very close to the previous levels; however, the average percentage of correctly answered questions in the earth/space cluster increased from 55 percent on the 2006 administration to 67 percent on the 2007 FCAT Science Test. This increase is probably a result of the concern regarding the gap between instruction and testing in this content cluster and the measures taken to improve student achievement in this area. Additional strategies should be undertaken in all science disciplines to assist students in the review of all science benchmarks in order to improve student achievement and increase the number of students scoring at Level 3 or higher on the Science FCAT Test.

Measurable Objective

Given instruction using the Sunshine State Standards, 65 percent of students in grade eleven will achieve Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide time for teachers to plan collaboratively in order to align science curriculum horizontally and vertically.	Principal, Asst. Principal for Curriculum, All Science Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Collect samples of student work which supports instruction in the SSS benchmarks across the curriculum. Analyze data and modify instruction accordingly, implementing the Continuous Improvement Model.	Principal, Asst. Principal for Curriculum, All Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize student data such as FCAT, PSAT, SAT, ACT scores and student grades to identify students who should attempt higher level classes and encourage those students to register for the highest level science classes in which they can be successful.	Principal, Asst. Principal for Curriculum, All Counselors, All Science Teachers	1/7/2008	3/27/2008	Advanced Academics	0
Encourage teachers to incorporate SAT Online, a program from the College Board, in their lesson plans to prepare students for success on the SAT, PSAT/NMSQT, and the FCAT.	Principal, Asst. Principal for Curriculum, Department Chairs, Academy Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Increase the use of hands-on laboratory experiences and project-based learning in order to accommodate different learning styles and maximize student achievement.	Principal, Asst. Principal for Curriculum, All Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to utilize the Inclusion Model where possible for Students with Disabilities in science classes.	Principal, Asst. Principal for Curriculum, Science Department Chair, Special Education Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Document coverage of annually-assessed and subject-specific benchmarks in all ninth, tenth, and eleventh grade classes.	Principal, Asst. Principal for Curriculum, All Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutoring opportunities for struggling science students outside of the normal classroom experience, utilizing traditional tutoring methods as well as district-provided, web-based resources such as Riverdeep. Tutoring may occur after school and/or on Saturdays, covering all benchmarks over the course of the tutoring program.	Principal, Asst. Principal for Curriculum, Science Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	10000
Ensure that classroom instruction is aligned with the District Pacing Guides where applicable.	Principal, Asst. Principal for Curriculum, All Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Interim Assessments to differentiate science instruction and ensure mastery of the science benchmarks.	Principal, Asst. Principal for Curriculum, Science Department Chair, All Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct data debriefing sessions using appropriate practices selected from the Regional Center Debriefing Protocols and plan curriculum modifications accordingly.	Principal, Asst. Principal for Curriculum, Curriculum Council	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are being utilized at Coral Reef Senior High School:

- Riverdeep web-based program for science instruction
- State-adopted textbooks from:
 - o Glencoe and Holt Rinehart and Winston for earth/space science
 - o Prentice Hall for biology
 - o Glencoe for physical science
 - o Glencoe and Holt, Rinehart and Winston for chemistry
 - o Current Publishing for marine science
 - o Thomson, Brooks, and Cole and Prentice Hall for physics.

Professional Development

Topics addressed during monthly department meetings will include:

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

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

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

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

Evaluation

The following evaluation instruments are being used to assess student progress:

2008 FCAT Science Test

- District-mandated quarterly interim assessments for students in grades 10 and 11
- Teacher-created formative and summative evaluations
- Scores on the 2007 AP Chemistry, Biology, Environmental Science and Physics Exams
- Scores on the IB Chemistry SL and HL Exams
- Scores on the IB Biology SL and HL Exams
- Scores on the IB Physics SL and HL Exams.

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"/>

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"/>

Parental Involvement Statement

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

Needs Assessment

Coral Reef continues to enjoy a very high level of parental involvement and support, contributing greatly to the academic success of our students. As a result, Coral Reef recently received the Five Star School Award from the Florida Department of Education for parental/community involvement. Since passage of the Jessica Lunsford Act, guidelines have become even more restrictive and the clearance process more cumbersome for volunteers who work on campus or chaperone students. In order to promote parental involvement, Coral Reef Senior High School must continue to provide parents with assistance in the application process necessary to become a school volunteer. Also, in an effort to address the need to keep parents informed as identified on the 2007 School Climate Survey, Coral Reef must improve its methods of direct and indirect communications with parents and the community.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the number of hours volunteered by members of the community, parents, and family members at Coral Reef Senior High School will increase from 8,163 hours served in 2006-2007 to 8,600 hours served in 2007-2008, as documented by the information submitted for the Golden School Award in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit members, conduct meetings, and provide support for the 21 active booster clubs at Coral Reef Senior High School.	Principal, Asst. Principal, Lead Teachers, Coaches, Faculty Members	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide easy access to the appropriate forms by providing links in several sections of the Coral Reef website.	Principal, Asst. Principal, Technology Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide meeting opportunities such as Ninth Grade Registration, Ninth Grade Orientation, Academy Night, the Magnet Fair, the College Fair, Open House, recruitment meetings and articulation in order to increase communication and to disseminate important information regarding the various academies, courses, and programs available at Coral Reef Senior High School.	Principal, Asst. Principal, Lead Teachers, Faculty Members	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Meet with parents and staff to discuss the guidelines for volunteers and their implementation.	Principal, Asst. Principal, Volunteer Liaison	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide an employee to serve as volunteer liaison, in order to maintain accurate records, interface with the district as necessary, and expedite the clearance process wherever possible.	Principal, Asst. Principal	8/20/2007	6/5/2008	Other/ Not Applicable	26500
Announce meetings for parents and students during the morning television broadcast, on a closed circuit television channel scrolling throughout the day, on the scrolling marquee in front of the school, on the school's website, and on school calendars.	Principal, Asst. Principal, Activities Director, Technology Coordinator, Broadcast Journalism Teacher	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Support the PTSA by providing workspace and materials for the PTSA officers when they are on campus and by assisting recruitment efforts targeting students, faculty, and staff members.	Principal, Asst. Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Publish information on the website informing parents and community members about educational resources available, activities, competitions, and sports in which our students participated, and honors earned by our students.	Principal, Asst. Principal, Technology Coordinator, Webmaster	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct Parent Portal training to facilitate parental access to on-line grades and other important information on the District website.	Principal, Asst. Principal, Technology Coordinator	9/4/2007	9/4/2007	Exchange Meaningful Information	0
Provide eligible parents with complimentary tickets to a student performance in thanks for their exceptional involvement in school activities.	Principal, Asst. Principal,	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Staff, especially beginning teachers, will be trained in:

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

Evaluation



School Improvement Plan 2007-2008



Evaluation and documentation will include:

- the 2008 School Climate Survey
- volunteer log-in book
- meeting logs and agendas from booster clubs, EESAC, and PTSA
- information recorded for the Golden School Award and the Five Star Award.

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 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"/>

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for all students.

Needs Assessment

According to the 2007 School Climate Survey, 98 percent of the parents, 92 percent of the students, and 98 percent of the staff members feel that the school is safe and secure. These percentages reflect an improvement of one percent, four percent, and two percent, respectively, over the 2006 administration of the School Climate Survey. Additional surveillance cameras should be installed to monitor the grounds and facilities in order to prevent vandalism, theft, and/or bodily harm from occurring.

Measurable Objective

Given an emphasis on a safe and orderly environment, Coral Reef Senior High School will maintain or exceed the parent, student, and staff 2008 School Climate Survey scores of 98, 92, and 98 percent, respectively, related to school safety as documented by the 2008 School Climate Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assign security personnel at the main entrance of the school to gather information on, and sign in visitors to the school campus while school is in session.	Principal, Asst. Principal, School Resource Officer, Head Security Monitor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Continue to enforce district policies requiring faculty, staff, students, and visitors to wear identification badges.	Principal, Asst. Principal, Technology Coordinator, Head Security Monitor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Continue to use security software that obtains information from drivers' licenses or other picture I.D.'s, processes this information to identify potential problems, and notifies the security monitor of the threat. The software also provides an ongoing record of school visitors.	Principal, Asst. Principal, School Resource Officer, Head Security Monitor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Purchase additional security cameras to improve the ability to monitor the grounds and facilities.	Principal, School Resource Officer, Asst. Principal, Head Security Monitor	8/20/2007	6/5/2008	Safe and High-quality Facilities	50000

Research-Based Programs

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

SISCO Fast-Pass Software is used by many school districts and security/law enforcement organizations to screen visitors and provide a safe environment for schools, offices, and public buildings.

Professional Development

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

Evaluation

The objective will be evaluated by the 2008 School Climate Survey scores related to school safety.

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"/>

Miami-Dade County Public Schools

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

Technology Statement

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

Needs Assessment

Additional LCD projectors are needed in the music and drama rooms. In addition, because of mandated class-size reduction, computer labs formerly available for classes on an as-needed basis are now full-time classrooms. The school currently has two mobile laptop carts in use, and additional mobile carts are a solution to the loss of computer lab availability. To support the mobile carts, additional wireless access points are necessary to enhance reception and improve wireless coverage within the school campus. These measures will keep Coral Reef in the forefront of high school technology capabilities.

Measurable Objective

Given an emphasis on the use of technology in education, on the 2008 Florida Innovates Survey, the ratio of students to computers available for student use will meet or exceed the ratio of 3.4:1 reported on the 2007 Florida Innovates Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers focusing on the development of lesson plans incorporating technology for both teachers and students.	Principal, Asst. Principal for Curriculum, Department Chairs, Technology Coordinator	8/20/2007	6/5/2008	Education Innovation	0
Provide all students access to LCD projectors in their classrooms in order to display products from individual or group projects.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Ensure that adequate technical support is available to prevent or minimize disruptions in technology availability.	Principal, Asst. Principal, Technology Coordinator	7/1/2007	6/30/2008	Continuous Improvement Model	0
Provide all students with access to technology-based learning tools, such as web-based software including Riverdeep, FCAT Explorer, district-provided databases, and SAT Online, as well as productivity software such as Inspiration and the Microsoft Office Suite.	Principal, Asst. Principal, Technology Coordinator	8/20/2007	6/5/2008	Continuous Improvement Model	20000
Provide all students, faculty, and office staff with network and e-mail accounts to increase productivity, communication, and achievement. Encourage teachers and students to use e-mail for sending and receiving assignments, reminders, and other necessary communications.	Principal, Asst. Principal, Department Chairs, Technology Coordinator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide increased student access to computers by acquiring additional mobile laptop carts which will be made available to teachers for class use by appointment.	Principal, Asst. Principal, Department Chairs, Technology Coordinator	1/7/2008	6/5/2008	Continuous Improvement Model	32000

Research-Based Programs

The following research-based programs are being utilized at Coral Reef Senior High School:

- Riverdeep
- SAT Online.

Professional Development

In-service activities and support will be provided to assist teachers in the new procedures and protocols necessitated by the migration to the dadeschools domain. This will include training in procedures for logging on to the dadeschools network, changes in the e-mail system, the grade book, the Teacher, Parent and Student Portals, web-hosting, and others as the need arises.

“First Thursdays” will continue, offering instruction in utilizing Riverdeep, SAT Online, FCAT Explorer, Pinnacle, and the Microsoft Office Suite, with additional workshops in the creation of web quests, and any other technology topics identified by a staff survey.

Evaluation

The objective will be evaluated by the ratio of students to computers reported on the 2008 Florida Innovates Survey.

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

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

Health & Physical Fitness Statement

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

Needs Assessment

There is a need to promote good eating habits, health, and physical fitness in high school students. This is evidenced by the data, finding that approximately 30 percent of students in physical education received an award according to the District-provided FITNESSGRAM results in 2006-2007. This use of the FITNESSGRAM program will give students the ability and knowledge to periodically re-evaluate their own physical fitness, making adjustments in physical activity and life style which will result in better health.

Measurable Objective

Given instruction in physical fitness, students will improve their health and fitness as evidenced by a five percent increase in the number of award recipients from 30.3 percent in 2007 to 35.3 percent in 2008 as measured by the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all students with access to the FITNESSGRAM program and mypyramid.gov online, as well as instruction to allow students to evaluate their own FITNESSGRAM results.	Principal, Asst. Principal, Physical Education Dept. Chair	8/20/2007	6/5/2008	Student Wellness	0
Ensure that appropriate instructional time is dedicated to fitness-related activities on a daily basis, emphasizing improvement in cardiovascular health, flexibility, and muscular strength and endurance.	Principal, Asst. Principal, Physical Education Dept. Chair	8/20/2007	6/5/2008	Student Wellness	0
Monitor the physical education program to ensure that activities are being selected which specifically relate to assessment component items, allowing improved specificity of training.	Principal, Asst. Principal, Physical Education Dept. Chair	8/20/2007	6/5/2008	Student Wellness	0
Provide all students enrolled in physical education classes with access to new and existing equipment used for training and testing.	Principal, Asst. Principal, Physical Education Dept. Chair	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

The research-based program, "Moving into the Future: National Standards for Physical Education", through the National Association for Sports and Physical Education, is being used at Coral Reef Senior High School.

Professional Development

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

Best practices will be shared at regular monthly department meetings.

Evaluation

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

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

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"/>

Electives & Special Areas Statement

Students will have access to electives in addition to their regular academy electives.

Needs Assessment

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

Measurable Objective

Coral Reef Senior High School will maintain or exceed the 55 elective sections open to students of all academies in 2006-2007, as documented by the master schedules from 2006-2007 and 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Adjust the curriculum requirements and the master schedule to allow students in one academy to take an elective in another academy.	Principal, Asst. Principal for Curriculum, Curriculum Council	8/20/2007	2/4/2008	Academic Enrichment Opportunities	0
Continue to enhance magnet electives, offering increased technology availability, competitions, and opportunities for internships and performances.	Principal, Assistant Principal for Curriculum, Lead Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Increase the number of Advanced Placement options open to students of all academies.	Principal, Assistant Principal for Curriculum, Student Services Dept. Chair	1/7/2008	4/7/2008	Advanced Academics	26500
Hire part-time faculty to teach electives that may not have sufficient enrollment to require a full-time teacher.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Advanced Academics	53000
Offer selected electives from 2:35 p.m. to 3:35 p.m. through adult education.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

The objective will be evaluated by the number and types of elective sections available to students on the 2007-2008 master schedule.

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

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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 Reef Senior High School will continue to rank at or above the 96th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that for the 2004-2005 school year, Coral Reef Senior High School ranked in the 96th percentile on the State of Florida ROI index. There is still room for improvement.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Principal	7/1/2007	6/30/2008	Other/ Not Applicable	0
Continue to pursue grant-based funding for special programs and equipment.	Principal	7/1/2007	6/30/2008	Other/ Not Applicable	0
Continue to encourage support from parent booster clubs and parent organizations to assist in funding special activities or programs.	Principal	7/1/2007	6/30/2008	Other/ Not Applicable	0
Continue to promote collaboration with and encourage support from the school's Dade Partners.	Principal	7/1/2007	6/30/2008	Improve Public Perception	0
Encourage the use of technology to increase learning gains.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The following research-based programs are being utilized at Coral Reef Senior High School:

- Reading Plus
- Riverdeep
- State-adopted textbooks in all disciplines
- Sourcebook
- SAT Online
- Amsco Preparing for the FCAT (Reading, Mathematics and Science).

Professional Development

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

Evaluation

Information from the State of Florida ROI Index will be used to evaluate the success of this objective.

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

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

Needs Assessment

Of 650 seniors in the standard curriculum group of the school's class of 2007, only one senior did not receive a diploma. However, according to information supplied by the Florida Department of Education on the school's Adequate Yearly Progress Report, Coral Reef Senior High School's graduation rate is only 94 percent. The school must continue to maintain or exceed a nearly perfect graduation rate.

Measurable Objective

Ninety-two percent of students in grade twelve will graduate as documented by Department of Education's 2008 Adequate Yearly Progress Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a master schedule to accommodate the required courses for the career academies.	Principal, Asst. Principal for Curriculum, Student Services Chair	3/3/2008	6/30/2008	Continuous Improvement Model	0
Complete a comprehensive articulation/recruitment plan.	Principal, Asst. Principal for Curriculum, Project Manager	8/20/2007	2/1/2008	Continuous Improvement Model	0
Identify a school-based leadership team.	Principal, Asst. Principal for Curriculum	8/20/2007	9/6/2007	Other/ Not Applicable	0
Review career education programs/academies with the school community.	Principal, Asst. Principal for Curriculum, Lead Teachers, Student Services Chair	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Florida Department of Education's 2008 Adequate Yearly Progress Report.

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:

EESAC recommended that CRHS continue class size reduction, particularly in the core areas. EESAC endorsed the increase in the number of part-time teachers in order to further reduce class sizes and increase the number of electives. The committee also agreed to fund the field trip to the Zoo for non-testing students during the March FCAT administration.

Training:

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

Instructional Materials:

EESAC authorized the purchase of subscriptions SAT On-line software to help prepare students for the PSAT/NMSQT and SAT exams.

Technology:

EESAC provided partial funding for the RapidTrack system, a screening tool to aid in the detection of inappropriate visitors hoping to enter the Coral Reef campus, thus enhancing student safety. They also endorsed the installation of speakers in each classroom in order to support activities requiring sound and involving the LCD projectors/computers.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



EESAC made recommendations regarding problems with excessive tardies, the installation of security cameras, and traffic safety and delays near the school. They also endorsed the use of the RapidTrack system to screen visitors entering the campus.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10000
Mathematics	10000
Writing	0
Science	10000
Parental Involvement	26500
Discipline & Safety	50000
Technology	52000
Health & Physical Fitness	0
Electives & Special Areas	79500
Return On Investment	0
Graduation (High Schools Only)	0
Total	238000



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