

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Coral Park Senior High School (7271)

Feeder Pattern - Miami Coral Park Senior

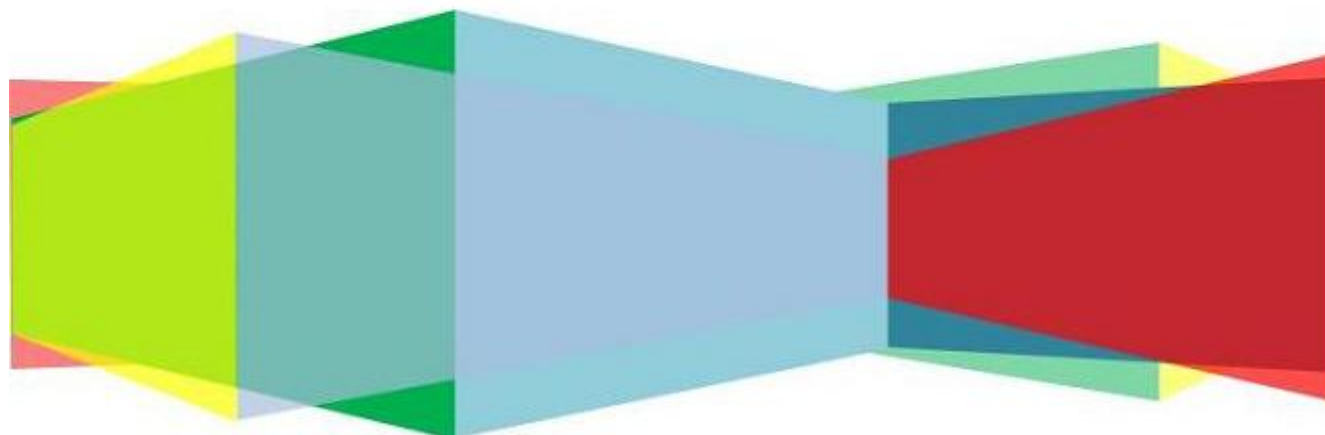
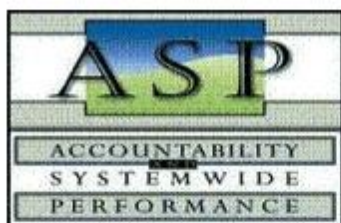
Regional Center III

District 13 - Miami-Dade

Principal - Dr. Nick Jac Angelo

Adult/Vocational Principal - Robert Novak

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Coral Park Senior High School opened its doors in 1963 for a total student membership of 2,384. It is one of 39 senior high schools in Miami Dade County, the nation's fourth largest school district. The school is located at 8865 SW 16 Street, in the Westchester suburb in Miami Dade County encompassing 27.44 acres with a physical plant consisting of 500,000 square feet. It currently serves a culturally diverse student population with a membership of 3,607 students. Of the 3,607 students in attendance, 93 percent are identified as Hispanic, four percent are White Non-Hispanic, two percent are Black, and approximately one percent are Asian, Indian and Multi-ethnic.

Miami Coral Park offers a rigorous and challenging curriculum designed to address the individual academic needs of our diverse student population. The results of the 2007 Reading portion of the Florida Comprehensive Assessment Test demonstrated that 31 percent of the ninth grade students scored a Level 1 and 32 percent scored a Level 2. Thirty-nine percent of the tenth grade students scored a Level 1 and 30 percent scored a Level 2. The results of the 2007 Mathematics portion of the Florida Comprehensive Assessment Test demonstrated that 20 percent of the ninth grade students scored a Level 1 and 22 percent scored a Level 2. Twelve percent of the tenth grade students scored a Level 1 and 21 percent scored a Level 2. In review of the Adequate Yearly Progress (AYP) Report, areas of concentration for the 2007-2008 school year in reading will involve the total school population and any NCLB subgroups that need to meet AYP, (Hispanic, Economically Disadvantaged, English Language Learners and Students With Disabilities). In mathematics, the areas of concentration will be the two NCLB subgroups that did not meet AYP, (ELL and SWD).

There are 271 full time and five part time staff employees at Miami Coral Park Senior High. The school employs five administrators including one principal and four assistant principals. Three of these administrators are Hispanic, one is White Non-Hispanic, and one is Black Non-Hispanic. There are 192 teachers and 11 student service staff members, and this year, Coral Park welcomed 20 new teachers to the staff. The school has a mandatory mentoring program for all new teachers. A new teacher is paired with a highly-qualified mentor teacher to serve as a guide regarding curriculum, instruction, school site policy, behavioral management and utilization of data-driven decision-making. Forty-five percent of the teaching/guidance staff have advanced academic degrees including 13 percent with doctorates in field. The school is home to eleven nationally certified educators, and several who are currently enrolled in the process. The school advertises any vacancies via the Miami-Dade County Public School System's teacher portal and at various teacher fairs conducted throughout the year for the possible recruitment of teachers.

According to the most recent Attendance Boundary Committee Report, Coral Park is operating at a student-teacher ratio of 24.71 to 1. The student-teacher ratio in SPED classrooms is currently at 13 to 1. According to the most recent data, the graduation rate at Miami Coral Park Senior High is approximately 62 percent. This is based on NCLB ninth through twelfth grade data which does not adjust for student mobility.

During the 2006-2007 school year, the school's rate of student attendance improved to third in the county with the school finishing at 94.02 percent. The faculty and staff work collaboratively in order to closely monitor student attendance and solicit parental involvement.

The diversity of the curricula offerings at the school ranks Miami Coral Park Senior High School as second in the District among senior high schools. Approximately 140 different courses are offered to students across a spectrum that includes regular, honors, Advanced Placement, Dual Enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University. Additionally, Miami Coral Park Senior High is embracing the Secondary School Reform Initiative (SSRI) by creating six Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy.

The school offers a rich academic program for its English Language Learner (ELL) population consisting of approximately 482 students. In order to provide for our ELL students, the curriculum includes a variety of Bilingual Curriculum Content (BCC) courses at the honors level. The Special Education (SPED) program includes 381 students identified as Emotionally Handicapped (EH), Learning Disabled (LD), Autistic, Physically Challenged, or Educably Mentally Handicapped (EMH) and beginning this school year, Profoundly Mentally Handicapped (PMH). Miami Coral Park Senior High School also has a Severely Emotionally Disabled (SED) center with required support personnel. These students are supported by an art therapist, clinical social worker, behavioral management therapist, and staffing specialist-each of whom closely monitor the implementation of respective Individualized Education Plans (IEP). The 2007-2008 master schedule reflects a broad range of 66 co-teaching classes that provide greater academic challenges and opportunities to the school's SPED population.

The administration and faculty at Miami Coral Park Senior High School implement the Continuous Improvement Model emphasizing data analysis which drives daily instruction. Using this data, departments developed instructional focus calendars addressing students' needs and targeting specific benchmarks. The Engineering Magnet Program provides students with the opportunity to pursue their interest in curricula centered around the concepts of physics, engineering, construction and a competitive Robotics program.



School Improvement Plan

2007-2008



Miami Coral Park Senior High School offers the Ombudsman program to address the special needs of students at risk of dropping out. Rather than a schedule of classes, students have the opportunity to demonstrate proficiency in seven major areas of study. Each area helps prepare students for their personal, educational, and professional post-secondary lives.

The student population closely mirrors the demographics of the community. It includes a significant proportion of new arrivals to the United States who have limited proficiency in English, work lengthy hours, and whose parents' work responsibilities and language barriers limit their involvement with the overall school setting. Spanish is the primary language spoken in the majority of the households. The school draws most of its students from the Westchester, Sweetwater and Doral areas. The remaining students are transported to Miami Coral Park Senior High School from schools throughout the county to attend the Engineering Magnet program. Approximately 74 students have decided to transfer to Miami Coral Park Senior High from surrounding F schools under the No Child Left Behind Act.

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL) students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL) in grades 9 and 10 will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by a 5 percent increase of the students achieving high standards on the 2008 administration of FCAT Writing+.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade 11 will increase by 25 percentage points on the 2008 administration of the FCAT Science test as compared to the 2007 administration of the FCAT Science Test.

Given a school-wide emphasis on increasing PTSA membership, PTSA membership will increase by 25 percent as evidenced by comparing PTSA membership totals from the 2006-2007 school year, to the totals for 2007-2008.

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of one percentage point in the school's attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, teachers will increase their daily use of technology as evidenced by at least 85 percent of teachers using the MDCPS District Teacher Portal, SPI, Cognos, excelsior gradebook, and email to access valuable student data and personal information.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their physical fitness level as evidenced by 63 percent of students receiving gold or silver card awards on the 2008 Fitnessgram.

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 95 percent of band students participating in band competition during the 2007-2008 school year.

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2005 to the 93rd percentile on the next publication of the index.



School Improvement Plan

2007-2008



Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1 percent increase of its total population graduation rate during the 2007-2008 school year as compared to the 2006-2007 school year.

The faculty and staff at Miami Coral Park Senior High School recently completed the Organizational Performance Self Assessment Survey that was provided by the District. The survey is a comprehensive evaluative tool that targets areas of need in the organizational structure of the school as perceived by all members of the staff. The results of the survey indicate that two areas of primary concern to the staff are "I know how well my organization is doing financially" and "As it plans for the future, my organization asks for my ideas." In these two areas, the 2007 Organizational Performance Improvement Snapshot indicates an item score of 3.5 and 3.3, respectively.

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



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.

7271 - MIAMI CORAL PARK SENIOR HIGH SCHOOL

VISION

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

MISSION

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

CORE VALUES

School Improvement Plan

2007-2008



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

School Demographics

Miami Coral Park Senior High School, opened its doors in 1963 for a total students membership of 2,384. It is one of 39 senior high schools in Miami Dade County, the nation's fourth largest school district. The school is located at 8865 SW 16 Street, in the Westchester suburb on Miami Dade County encompassing 27.44 acres with a physical plant consisting of 500,000 square feet. Miami Coral Park Senior High School is a comprehensive urban high school which maintains high academic standards and expectations for its staff and approximately its 3,607 students. The surrounding area consists of lower-middle to middle class communities and is primarily composed of single-family homes, but to the north of the school is Fontainebleau, a large community of apartments and town homes that generates a significant portion of the school population.

Miami Coral Park Senior High School was graded a C under the Florida A+ Plan. The results of the 2007 Reading portion of the Florida Comprehensive Assessment Test demonstrated that 31 percent of the ninth grade students scored a Level 1 and 32 percent scored a Level 2. Thirty-nine percent of the tenth grade students scored a Level 1 and 30 percent scored a Level 2. The results of the 2007 Mathematics portion of the Florida Comprehensive Assessment Test demonstrated that 20 percent of the ninth grade students scored a Level 1 and 22 percent scored a Level 2. Twelve percent of the tenth grade students scored a Level 1 and 21 percent scored a Level 2. In review of the Adequate Yearly Progress (AYP) Report, areas of concentration for the 2007-2008 school year in reading will involve the total school population and any NCLB subgroups that need to meet AYP, (Hispanic, Economically Disadvantaged, English Language Learners and Students With Disabilities). In mathematics, the areas of concentration will be the two NCLB subgroups that did not meet AYP, (ELL and SWD).

The school receives students from the following feeder pattern middle schools: Rubén Darío Middle Community School, Rockway Middle School, Everglades K-8 Center, Paul Bell Middle School and West Miami Middle School. The student population is comprised of 93 percent Hispanic, four percent White, Non-Hispanic, two percent Black, Non-Hispanic, and approximately one percent Asian, Indian and Multi-ethnic. Forty-seven percent of the students receive free or reduced lunch. The mobility index is approximately 23. Coral Park also houses a SPED Program of about 751 (381 SWD/370 Gifted) students and an ELL Program with 482 students. According to the most recent data, the graduation rate at Miami Coral Park Senior High is approximately 62 percent. This is based on NCLB ninth through twelfth grade data which does not adjust for student mobility.

The student population closely mirrors the demographics of the community. It includes a significant proportion of new arrivals to the United States who have limited proficiency in English, work lengthy hours, and whose parents' work responsibilities and language barriers limit their involvement with the overall school setting. Spanish is the primary language spoken in the majority of the households. The school draws most of its students from the Westchester, Sweetwater and Doral areas. The remaining students are transported to Miami Coral Park Senior High School from schools throughout the county to attend the Engineering Magnet program. Approximately 74 students have decided to transfer to Miami Coral Park Senior High from surrounding F schools under the No Child Left Behind Act.

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

Miami Coral Park Senior High School endeavors to link with the community in various ways. The Boy Scouts of America works hand in hand in various beautification projects throughout the school. The school's JROTC program is affiliated with the armed forces whom assess the students as to their skills and abilities and possible future in the armed forces. The PTSA is actively involved at the school and conduct monthly parent meetings to discuss various concerns and determine which services they could provide to assist the parents. Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter. Miami Coral Park Senior High wants to ensure that parents feel at home and are empowered stakeholders in their child's education.

Miami Coral Park has established a collaborative relationship with Florida International University School of Engineering and students in the Magnet Engineering program have the opportunity to attend college level courses on the FIU campus.

Miami Coral Park Senior High School has incorporated the District's Extended Foreign Language Initiative for the 2007-2008 school year. This program is designed to extend beyond the feeder pattern middle school's EFL Program and provide students the opportunity to become bilingual and bi-literate in Spanish.

Miami Coral Park Senior High School has made a concerted effort to encourage students to explore an Advanced Placement class and be part of the "AP Experience." The school promotes AP in various ways. First, we offer a wide array, approximately 30, of AP classes. The school heavily promotes the program through the school-wide curriculum fair, through the school newspaper and through the school newsletter. The bilingual newsletter is a new initiative where Miami Coral Park Senior High School sends school information to every student's household (nearly 4000) so that parents are apprised of the exciting news, events and opportunities available to everyone at our school. However, the best means of promotion is still word-of-mouth. Every student enrolled in an AP class receives a t-shirt identifying them as a member of the AP program. The shirt serves as a "badge of honor" that offers students a



School Improvement Plan

2007-2008



sense of belonging. The school's history of success gives them even more pride in the program because they know they belong to an exceptional program and feel compelled to continue the tradition.

The Advanced Placement program at Miami Coral Park Senior High School has grown in recent years for a variety of reasons. The most significant reason is the increase in course offerings which allows students to tailor a more personalized yet rigorous high school experience. By meeting their needs, the school has opened doors to students who might have missed the AP experience. In 2005, several sections of AP Gifted courses were created. In the past, a Gifted student was forced to forego their Gifted status to enter an AP class. By merging the two, Miami Coral Park Senior High School was able to reach a population of students that may have selected a route other than AP. Another addition to the AP program was AP Physics B. This was a natural addition to the course offerings due to the popularity of robotics and engineering at the school.

Miami Coral Park Senior High School participates in a variety of activities, organizations and events that support the efforts of the Advanced Placement program in science and math. Some of the educational experiences available to students are FLAME, FIRST, SECME and the RAMTECH 59 robotics club. While enrollment in Advanced Placement math and sciences classes is not a requirement for participation in these programs, the hands-on experiences and challenging tasks give students a reason to pursue upper-level math and science classes. That motivation is due to the practical application of what seems to most students as largely theoretical concepts. The thrill of building, operating and in some cases battling with a robot in a gladiator-style arena, as the RAMTECH 59 program does, is some of the greatest encouragement that a student can get to learn advanced physics concepts.

Miami Coral Park Senior High School administered over 1000 Advanced Placement exams during the 2006-2007 school year, thus providing over 1000 opportunities to earn college credit or advanced standing to students. In the recent past, the school has been recognized for having the most Hispanic students pass the AP Chemistry, AP American History, AP Psychology and AP Calculus AB exams. Moreover, the faculty, staff and student body of Miami Coral Park Senior High School understand and value the essence of the Advanced Placement Program as a whole which is to improve the quality of education the students receive. The school prides itself in offering a wide variety of courses to meet student needs, but its commitment only begins there. The rigor found in the Advanced Placement classes is a model that the other non-AP classes strive to emulate. Therefore, underclassmen (ninth and tenth grade students) who don't get a chance to enroll in most AP classes because they are eleventh and twelfth grade classes, are receiving the same type of rigorous instruction. This process demystifies an AP class as something unreachable and shifts the paradigm of the student's thought to recognize that they can succeed in these classes and do not hesitate to register for them. This conscious, vertical curriculum planning is the primary reason for the success of the program at the school. Miami Coral Park Senior High School values the role of Advanced Placement classes, encourages student participation for everyone and fosters an environment of professional communication that drives the school-wide curriculum.

Miami Coral Park and the surrounding area have evolved since the building first opened in 1963. The area of Westchester has expanded beyond the school's capacity. Throughout the years, dozens of relocatable classrooms were added to keep up with the increased enrollment. In 1990, construction was completed on a new annex; a science wing and media center. In January of 2006, Miami Coral Park Senior High opened a new wing that houses 65 classrooms with a large performing arts area and several new labs, including photography and culinary arts. This annex has reduced the need of relocatable classrooms from 47 to 20.

During the current renovation project, many improvements and upgrades will be completed on the main building as well, including an asbestos abatement, new lighting and new ceiling. The renovation, while ultimately beneficial, will add a variety of inconveniences to the staff and student body until completion. The most significant problem is rotating classrooms while a cluster of rooms are being renovated, however, the relocatable classrooms are being utilized to alleviate extended disruption of the learning environment.

There are 271 full time staff employees at Miami Coral Park Senior High. The school employs five administrators including one principal and four assistant principals. Three of these administrators are Hispanic, one is White Non-Hispanic, and one is Black Non-Hispanic. There are 192 teachers and 11 student service staff members, and this year, Coral Park welcomed 20 new teachers to the staff. The school has a mandatory mentoring program for all new teachers. A new teacher is paired with a highly-qualified mentor teacher to serve as a guide regarding curriculum, instruction, school site policy, behavioral management and utilization of data-driven decision-making. The mentor teachers, along with administration, provide assistance and numerous professional development opportunities to ensure that teachers new to the profession and/or the building feel supported which in turn yields high satisfaction and teacher retention. Forty-five percent of the teaching/guidance staff have advanced academic degrees including 13 percent with doctorates in field. The school is home to eleven nationally certified educators, and several who are currently enrolled in the process. According to the most recent Attendance Boundary Committee Report, Coral Park is operating at a teacher-student ratio of 24.71 to 1. According to the most recent data, the graduation rate at Miami Coral Park Senior High is approximately 62 percent. This is based on NCLB ninth through twelfth grade data which does not adjust for student mobility.

During the 2006-2007 school year, the school's rate of student attendance improved to third in the county with the school finishing at 94.02 percent. The faculty and staff work collaboratively in order to closely monitor student attendance and solicit parental involvement.

The staff at Coral Park is active and involved in the direction of the school. Every month the Curriculum Council/ Leadership Team, comprised of department chairpersons, academy leaders, Magnet Lead Teacher, Athletic Director, ESE Program Specialist, Professional Development Liaison, Activities Director, and administrators, meets to discuss curriculum and instruction across all disciplines. The general faculty is kept informed through the regularly scheduled, bi-weekly faculty meetings. This exchange of information keeps the staff at Miami Coral Park aware of any changes in policy issues that affect them and the students they teach.



School Improvement Plan

2007-2008



The ethnic diversity breakdown of the instructional staff (teachers/counselors), includes 10 percent Black, Non Hispanic, 29 percent White, Non Hispanic, and 58 percent Hispanic. The school also employs 17 clerical/secretaries, 28 custodians, 15 service workers, 14 security monitors, and one zone mechanic.

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

In addition to these activities, Coral Park has received and is currently participating in a variety of grants. Most notable is the Smaller Learning Communities (SLC) grant. This is a five year grant worth over \$162,000.00 per year. This grant is part of the district's Secondary School Reform Initiative (SSRI) which is designed to assist the school to redesign its curricular and operational structure. Coral Park also received a \$77,000.00 Physical Education for Progress (PEP) grant which will increase physical activity among high school students. Coral Park also received a \$30,000.00 All Students All Schools grant to increase the amount of Exceptional Education students being included in general education classes. This assistance by concerned partners provides the additional support that Miami Coral Park Senior High students and staff require to excel.

Miami Coral Park Senior High School still faces many challenges in the next few years. The new annex alleviates much of the overcrowding; however its opening ushered in the retro-fitting stage of the project. This project will correct deficiencies in design mandated by the Americans with Disabilities Education Act (ADA), and includes upgrades to classrooms, cafeteria, hallways, and media center lighting. Additionally, the media center has received a new collection and a redesign of its interior layout courtesy of the district.

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

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot Survey score was 4.2 which indicates that approximately 81 percent of the staff knows the work location's mission and what it is trying to accomplish.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot Survey score was 3.6. The results indicate that 63 percent of the faculty agree or strongly agree Miami Coral Park Senior High School's alignment with the Miami-Dade County Public Schools District Strategic Plan.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot Survey score was 4.2. The results indicate that 83 percent of the stakeholders know who their most important customers are and 80 percent of the stakeholders keep in touch with their customers

Faculty & Staff:

The Organizational Performance Improvement Snapshot Survey score was 3.9. The results indicate that 77 percent of the staff are satisfied with their job, 75 percent of the staff believes the administration cares about their professional development, and 60 percent feel they are provided the resources they need to successfully perform their job.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot Survey score was 4.3. The results indicate that 89 percent of the staff knows how to measure the quality of their work, 74 percent get all the important information needed to do their work and 89 percent know how to analyze the quality of their work, and 85 percent use these analyses to make decisions about their work.

Education Design:

The Organizational Performance Improvement Snapshot Survey score was 3.9. The results indicate that 77 percent of the faculty agrees that the school has high standards and ethics. Additionally, 71 percent of the faculty agrees that we have good processes for doing our work, 82 percent feel that the supervisor uses the work location's values to guide the direction, and 80 percent agree that the supervisor shares information about how the school is doing.

Performance Results:

The Organizational Performance Improvement Snapshot Survey score was 3.9. It is evident on the Organizational Performance Assessment Survey that 77 percent of the staff strongly agree that Miami Coral Senior High School has encouraged high standards and ethics for both students and staff. Also, 69 percent of the staff collects information about the quality of their work and 64 percent feel that they are recognized for their work.

Schools Graded 'C' or Below

Professional Development:

Language Arts, Mathematics and Science teachers are brought together during departmental meetings twice a month to review student data from mini-assessments and to develop and/or share best practices to remediate student weaknesses. At this time, the focus calendar is reconfigured and aligned to meet the needs of the students as dictated by the date. Professional development will be provided to instructional personnel in interpreting data to realign the pacing guide and scope and sequence to meet student needs as dictated by District Interim Assessments. At these sessions teachers will be given best practices strategies to incorporate in their classes. Professional development will also be provided to teachers in the area of differentiated instruction to meet the needs of individual students. Co-Teaching personnel will be provided professional development in the areas of Inclusion and accommodations for SWD and ELL. Professional development opportunities will also be available for any teacher needing Creating Independence through Student-Owned Strategies (CRISS).

Disaggregated Data :

Teachers meet twice a month to interpret data. This data will assist them to guide daily instruction. Once this data is disaggregated and discussed, teachers then alter the instructional focus calendar to provide opportunities for re-teaching as well as enrichment activities. Using the data debriefing protocol tool, teachers will discuss within their departments areas in need of improvement. This will be the focus of the conversations after the Fall, Winter and Spring administration of the Interim Assessments and during mid-term and/or quarterly exams from classroom teachers. Student data will also be used by the classroom teacher to drive differentiated grouping and instruction. Differentiated instruction will also be fundamental in identifying student interests and learning styles, to enhance student achievement.

Informal and Formal Assessments:

The summative assessment will take place during the 2008 Reading, Writing +, Mathematics and Science FCAT administration. Ongoing informal assessments will include, but not be limited to, mini benchmark assessments with results interpreted using Edusoft. The data from these mini assessments will be used to guide instruction in individual classes and as a department. District Interim Assessments will be administered to ninth and tenth grade students in Reading, Mathematics and Science and placed on Edusoft for interpretation of results. In Reading classes, students will be administered the Florida Oral Reading Fluency Assessment (F-ORF) three times throughout the school year in order to measure fluency, vocabulary, and comprehension. Writing prompts will be administered to all students via Language Art classes. Writing across the curriculum prompts will also be used as informal assessments in all subjects.

Alternative Instructional Delivery Methods :

Students not meeting benchmark goals as indicated by the 2007 FCAT and mini assessments will participate in after-school and Saturday tutorials. During the regular school day, students not meeting benchmark goals will participate in a pull-out program where their individual needs can be addressed. The pull-out sessions will focus on individual student weaknesses as identified by the Reading, Mathematics and Science benchmark assessments and teacher recommendation via progress monitoring.

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction:

The teachers at Miami Coral Park Senior High School implement the Continuous Improvement Model emphasizing data disaggregation to drive classroom instruction. Instructional Focus Calendars were developed using this data to address the specific areas of concern. Additionally, Miami Coral Park Senior High School is embracing the Secondary School Reform Initiative (SSRI) by creating six Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy. The Engineering Magnet Program provides students with the opportunity to pursue their interest in curricula centered around the concepts of physics, engineering, construction and a competitive Robotics program. Miami Coral Park Senior High School offers the Ombudsman program to address the special needs of students at risk of dropping out. Rather than a schedule of classes, students have the opportunity to demonstrate proficiency in seven major areas of study. Each area helps prepare students for their personal, educational, and professional post-secondary lives.

Responsibility of Teaching Reading for Every Teacher:

Teachers will participate in District professional development in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, data-driven instruction, the District Literacy Plan, Read 180 and Reading Plus, as well as, other areas that focus on reading comprehension. Teachers in all subject areas will implement all components of the district's Comprehensive Research-Based Reading Plan. Reading will also be infused in all subject area curricula using CRISS or reciprocal teaching strategies. Teachers will use subject specific literary material to ensure every student is reading within their classrooms.

Quality professional development for Teachers and Leaders:

Goals 1-9 Professional Development section.

Miami Coral Park Senior High School is committed to ensuring highly qualified teacher, as well as, a high retention rate of these teachers. The school has a mandatory mentoring program for all new teachers. A new teacher is paired with a highly-qualified mentor teacher to serve as a guide regarding curriculum, instruction, school site policy, behavioral management and utilization of data-driven decision-making. To ensure retention of new teachers, support through professional development that strengthens the knowledge base in their subject matters and provides collaboration with

colleagues.

Small Learning Communities:

Teachers meet with their departments as small learning communities bi-monthly to plan collaboratively and discuss student data, as well as, share best practices. After the benchmark assessments and the District Interim Assessments, teacher meet and collaborate using the Regional Data Debriefing Protocol worksheet to discuss student achievement and areas for improvement and remediation. Teachers will also collaborate in their small learning communities during teacher planning days and secondary early release days.

Additionally, Miami Coral Park Senior High School, is embracing the Secondary School Reform Initiative (SSRI) by creating six Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy.

Parental Access and Support:

Miami Coral Park Senior High School is committed to keep all parent properly informed of all pertinent school information and activities. The school informs parents via Connect Ed in both English and Spanish of upcoming school functions and opportunities for parents to become involved in their child's education. The school marquee, website, newspaper and newsletter are also venues for parents to remain informed.

The school is very fortunate to have an active Parent/Teacher/Student Association. The PTSA is actively involved at the school and conduct monthly parent meetings to discuss various concerns and determine which services they could provide to assist the parents. Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter. Miami Coral Park Senior High wants to ensure that parents feel at home and are empowered stakeholders in their child's education.

Intensive intervention in Reading and Mathematics:

Goals 1 & 2 needs assessment, strategies and professional development

Applied and Integrated Courses:

The diversity of the curricula offerings at the school ranks Miami Coral Park Senior High School as second in the District among senior high schools. Approximately 140 different courses are offered to students across a spectrum that includes regular, honors, Advanced Placement, Dual Enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University. Additionally, Miami Coral Park Senior High is embracing the Secondary School Reform Initiative (SSRI) by creating six Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy.

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

Miami Coral Park Senior High School has incorporated the District's Extended Foreign Language Initiative for the 2007-2008 school year. This program is designed to extend beyond the feeder pattern middle school's EFL Program and provide students the opportunity to become bilingual and bi-literate in Spanish.

Miami Coral Park Senior High School has made a concerted effort to encourage students to explore an Advanced Placement class and be part of the "AP Experience." The school promotes AP in various ways. First, we offer a wide array, approximately 30, of AP classes. The school heavily promotes the program through the school-wide curriculum



School Improvement Plan

2007-2008



fair, through the school newspaper and through the school newsletter. The Advanced Placement program at Miami Coral Park Senior High School has grown in recent years for a variety of reasons. The most significant reason is the increase in course offerings which allows students to tailor a more personalized yet rigorous high school experience. By meeting their needs, the school has opened doors to students who might have missed the AP experience. In 2005, several sections of AP Gifted courses were created. In the past, a Gifted student was forced to forego their Gifted status to enter an AP class. By merging the two, Miami Coral Park Senior High School was able to reach a population of students that may have selected a route other than AP. Another addition to the AP program was AP Physics B. This was a natural addition to the course offerings due to the popularity of robotics and engineering at the school.

Course Choice Based on Student Goals/ Interests/ Talent:

The diversity of the curricula offerings at the school ranks Miami Coral Park Senior High School as second in the District among senior high schools. Approximately 140 different courses are offered to students across a spectrum that includes regular, honors, Advanced Placement, Dual Enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University. Additionally, Miami Coral Park Senior High is embracing the Secondary School Reform Initiative (SSRI) by creating six Smaller Learning Communities (SLC): Engineering and Construction, Visual and Performing Arts, Business, Liberal Studies and a 9th Grade Academy. These academies provide a wealth of focused career/ interest based electives for students. The smaller communities also promote interdisciplinary dialogue and interaction between teachers who teach classes (including core courses) that are grouped by academy.

Master Schedules Based on Student Needs:

The school's master schedule is built based on the needs of the student population. Intensive reading and mathematics sections are created based on the number of students scoring a Level 1 or Level 2 on the FCAT Test. Furthermore, the number of Honors, Gifted, and Advanced Placement courses offered is also based on the number of teacher recommendations and students' requests.

Academic and Career Planning:

During the 2007-2008 school year, the school's CAP Advisor and Career Specialist will continue to assist students with their academic and career planning. Working collaboratively with student services, administration and teachers, the CAP Advisor and Career Specialist will develop a plan of action to address student needs in regards to post-graduate academia or entrance into the work place. The CAP Advisor and Career Specialist will also plan and host various opportunities for students to explore life after graduation via activities such as: College Fairs, Career Fairs, testing information, etc..

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

An analysis of the State of Florida's Annual Report Card for 2008 indicates that 39 percent of students showed Level 3 proficiency on the 2007 FCAT Reading Test. Additionally, 50 percent of the students showed learning gains on the test and 49 percent of the lowest 25 percent in the school exhibited adequate performance gains.

Further analysis reveals that 36 percent of all ninth grade students who were tested in the 2007 school year attained a basic level of proficiency, according to the State and the No Child Left Behind definition of basic proficiency. According to the data in the Adequate Yearly Progress Report, 33 percent of Hispanics students, 31 percent of Economically Disadvantaged students, and 11 percent of English Language Learners (ELL) students met state proficiency levels. Furthermore, a more in-depth analysis of the data indicate that 64 percent of students in grade nine, and 69 percent of students in grade ten did not meet an adequate proficiency level.

Based on multiple data sources, our analysis indicates that the greatest weakness of the ninth grade students were, 1) Reference and Research (44 percent), Comparison/Contrast (55 percent), Words and Phrases (50 percent) and Main Idea and Authors Purpose (55 percent). While the greatest strength of the ninth grade were: Main Idea and Author's Purpose (63 percent) and Word/Phrases (56 percent). In the tenth grade, the FCAT SSS Reading Results, provided by the District demonstrate a negligible difference between strengths and weaknesses. The tenth grade students' results indicate a greater aptitude for Reference and Research (67 percent) and Words and Phrases (67 percent), over Main Idea/Author's Purpose (63 percent) and Comparisons/Contrast (64 percent).

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 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 based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL) students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring Level 3 or higher on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide after school and Saturday tutorial programs for all students who are in need of remediation and/or who have not passed the FCAT.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	25000
Identify ninth and tenth grade students scoring Level 1 and 2 on the FCAT Reading Test and enroll them into Intensive Reading and Intensive Reading Plus classes to receive instruction using research based strategies such as CRISS. An increased emphasis will be placed on Reference and Research and Comparison/Contrast for ninth grade students, and Main Idea for tenth grade students to assist with achieving mastery of these benchmarks. Students in grades eleven and twelve who have not passed the FCAT will be enrolled in Reading classes and participate in the school pull out program for remediation. ELL students who have not passed the FCAT will also participate in a pull out program designed to address their specific needs via the Home Language Assistance Lab.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Include SWD students in a co-teaching or consultative model in Language Arts classes.	Principal, Assistant Principal, ESE Department Chairperson, Language Arts Department Chairperson	08/20/07	06/05/08	Inclusion of SWD	0
Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks.	Principal, Assistant Principal, SLC Academy Leaders	8/20/07	06/05/08	Secondary School Reform	0
Create an instructional focus calendar (Curriculum Mapping) for targeted test taking students in grades nine through twelve using 2007 FCAT disaggregated data in Reading, Intensive Reading and Language Arts classes.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Administer regular assessments using Edusoft in Intensive Reading and Reading classes to monitor students' individualized progress based on the disaggregated data.	Principal, Assistant Principal, Reading Coach	8/20/07	06/05/08	Continuous Improvement Model	0
Conduct data driven teacher/student talks to inform students of their individual strengths and weaknesses based on disaggregated data.	Principal, Assistant Principal, Reading Coach	8/20/07	06/05/08	Continuous Improvement Model	0
Incorporate computer assisted instruction such as: FCAT Explorer, Read 180 and/ or Reading Plus in Intensive Reading classes utilizing the disaggregated data to drive instruction to ensure student growth in reading.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Offer the SWD in grades nine through twelve Intensive Reading using Read 180 and Reading Plus	Principal, Assistant Principal	08/20/07	02/28/08	Other/ Not Applicable	0

Utilize MDCPS District-wide teacher portal to provide the faculty with the necessary disaggregated data to adjust instruction for all ninth and tenth grade students' individual needs.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Promote reading across the curriculum with emphasis on reading comprehension in the core classes.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate Freedom Writers Journal in select English classes and emphasize weekly journal writing in all English classes.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize the school media center for tri-weekly visits of Level 1 students to check out books and participate in book talks to enhance the interest level and recreational reading of books.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Create an instructional focus calendar (Curriculum Mapping) for targeted test taking students in grades nine through twelve using 2007 FCAT disaggregated data in Reading, Intensive Reading and Language Arts classes.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the CIM school-wide into the curriculum to promote student efficiency in reading for all students including all NCLB subgroups.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Create focus calendars which will include an increased emphasis on Reference and Research, Author's Purpose, and Comparison/Contrast, and are aligned with the District Pacing Guides.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Implement Regional Data Debriefing Protocol, in which teachers identify the three weakest accountability indicators, discuss grade level with the weakest performance in reading, as well as, identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to implement in order to reverse the pattern of low performance.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Read 180
Holt Rinehart Winston Elements of Language
Holt Rinehart Winston Elements of Literature
Reading Plus
Houghton Mifflin Reading and Writings Sourcebook

Professional Development

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

The purpose of these professional development opportunities is to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction.

Evaluation



School Improvement Plan

2007-2008



1. The CIM will be utilized to redirect students' individualized instruction based on the disaggregated data from regular assessments.
2. Based on the disaggregated data derived from assessments such as: 2007 FCAT, District Interim Assessments, Gates MacGinitie, F-ORF, CELLA and Tri-weekly assessments, instruction will be redirected to adjust the student's individualized instructional needs.
3. Students will show an increased proficiency as measured by the results of assessments such as: FCAT Explorer, Read 180, CELLA (for ELL students), F-ORF and regular assessments.
4. The 2008 FCAT Reading Assessment will be used as the final summative evaluation.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the State of Florida's Annual Report Card for 2007 indicate that 68 percent of students showed Level 3 proficiency on the 2007 FCAT Mathematics Test. Additionally, 70 percent of the students showed learning gains on the test.

Further analysis of the data indicates 58 percent of all ninth grade students are performing at or above proficiency level in mathematics. On the FCAT Mathematics test in 2007, 67 percent of tenth grade students achieved a Level 3 or higher on the test. Data indicate 42 percent of all ninth grade students and 33 percent of all tenth grade students did not demonstrate proficiency on the FCAT Mathematics Test. Additional review of the data shows that all No Child Left Behind subgroups are scoring above the Federal/ State mandate of 50 percent above grade level in Mathematics, except the Students With Disabilities where 28 percent score at grade level or above and English Language Learners where 44 percent scored at grade level or above.

Upon analyzing the data provided by the state, Miami Coral Park Senior High School's ninth grade students were most successful with Algebraic Thinking (50 percent), Number Sense (50 percent) and Data Analysis (50 percent). The most consistent problems for our students were Geometry (45 percent) and Measurement (43 percent). In the tenth grade, the data trend showed Data Analysis (37 percent) and Geometry (36 percent) as weaknesses, while Algebraic Thinking (50 percent), Number Sense (45 percent) and Measurement (43 percent) displayed strengths. Geometry had a dramatic 14 points decrease in 2007 causing the mathematics department to concentrate heavily on geometry since research shows that it is integral for the success of any student in 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will increase their mathematics skills by five percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners (ELL) in grades 9 and 10 will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student progress of skills taught based on the results of the disaggregated data to ensure continuous progress in mathematics. Share results across the mathematics department to re-teach and adjust instruction based on students' individual needs.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Provide after school tutorial and Saturday tutorial programs for SWD who are in need of remediation or who have not passed the FCAT, focusing on the Sunshine State Standards and students individual needs based on the disaggregated data to monitor student progress in mathematics. Utilize Riverdeep and FCAT Explorer to assist with instruction.	Principal, Assistant Principal,	08/20/07	06/05/08	Continuous Improvement Model	25000
Utilize instructional focus calendars and curriculum mapping to direct instruction in the Intensive Mathematics and Exploration of Mathematics classes.	Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Include SWD students in a co-teaching or consultative model in mathematics.	Assistant Principal, ESE Department Chairperson	08/20/07	06/05/08	Inclusion of SWD	0
Schedule all ninth and tenth grade Level 1 and 2 SWD into intensive mathematics classes to receive instruction using strategies such as CRISS and reciprocal teaching. Adjust their individual instructional needs based on the disaggregated data. Enroll SWD in grades eleven and twelve who have not passed the FCAT in Exploration of Mathematics to receive remediation instruction, based on the disaggregated data and their individual instructional needs.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks.	Principal, Assistant Principal, SLC team leader	08/20/07	06/05/08	Secondary School Reform	0
Incorporate the CIM school-wide into the curriculum to promote student proficiency in mathematics for all students including all sub populations.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Provide and implement the infusion across the curriculum of real-world career related mathematics skills as they directly relate to the Sunshine State Standards and to SWD in grades nine through twelve to support improved mathematics skills.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Identify ninth and tenth grade students scoring Level 1 and 2 on the FCAT Mathematics Test and enroll them into Intensive Mathematics classes to receive instruction using research based strategies.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor student progress based on the diagggregated data provided by the results of District Interim Assessments.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize MDCPS Districts Teacher Portal to provide teachers with the necessary disaggregated data to adjust students' individual instructional needs on a regular basis to ensure all ninth and tenth grade SWD mathematics proficiencies are met.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Articulate with the feeder pattern middle schools to increase student achievement in mathematics.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Implement Regional Data Debriefing Protocol, in which teachers identify the three weakest accountability indicators, discuss grade level with the weakest performance in mathematics, as well as, identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to implement in order to reverse the pattern of low performance.	Principal, Assistant Principal, Mathematics Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Glencoe Instructional Mathematics Textbook
McDougal-Littel Instructional Mathematics Textbook

Professional Development

Professional development on strategies such as the Continuous Improvement Model, data analysis and instruction, data-driven decision making (CRISS, reciprocal teaching, etc.), differentiated instruction, curriculum mapping, and effective planning for the two-hour block will be provided on a monthly basis through departmental meetings, collaborative planning, district early release days, and faculty meetings.

Some of the algebra one classes will use a scope and sequence created by Miami Coral Park Senior High School's mathematics department with the coordination and support of Region III and the administration of the school. In addition, this scope and sequence will be used by our feeder pattern in the hopes of increasing student achievement.

The purpose of these professional development opportunities is to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction.

Evaluation

1. Staff will utilize the districts portal to review and to adjust the students' individual instructional needs based on the results of the disaggregated data.
2. Students will show an increased proficiency in mathematics as measured by the results of FCAT Explorer and Riverdeep.
3. Utilize teacher generated assessments using edusoft to provide detailed data for all Intensive Mathematics, Exploration of Mathematics and some algebra one classes to adjust instruction to the student's individual needs.
4. Utilize District Interim Assessments to provide detailed disaggregated data for all ninth and tenth grade algebra and geometry classes.
5. The 2008 FCAT Mathematics Test will be used as the final data of evaluation.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the Florida Writing+ data indicates a disparity between the success rates of tenth grade students on the expository and persuasive writing assessments. Sixty-eight percent of the students scored a 3.5 or better on the expository writing test, and 49 percent scored a 4.0 and above, while 74 percent scored a 3.5 or better on the persuasive prompt, and 60 percent scored a 4.0 and above. According to the Adequate Yearly Progress Report, the school improved its writing performance by four percent surpassing the percentage mandated by the No Child Left Behind (NCLB) parameters, increasing from 76 percent to 80 percent.

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 based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills as evidenced by a 5 percent increase of the students achieving high standards on the 2008 administration of FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize quarterly projects within the Small Learning Communities (academies) to reinforce FCAT benchmarks.	Principal, Assistant Principal, SLC Academy Leader	08/20/07	06/05/08	Secondary School Reform	0
Provide opportunities for student to respond to Expository and Persuasive writing prompts in Language Arts, Social Studies, Science, Mathematics and Electives incorporating writing across the curriculum.	Principal, Assistant Principal, Curriculum Council	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate the Continuous Improvement Model into the curriculum to promote increased writing proficiency for all students.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Administer monthly schoolwide writing prompts to all Language Arts classes where students will discuss the writing process, the grading rubric and peer edit each essay.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Recommend that the essay portion of midterm and final exams reflect expository and/ or persuasive writing modes to ensure students' writing proficiency.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Administer regular writing assessments and adjust instruction to all ninth and tenth grade students according to their identified needs based on the disaggregated data to ensure continuous progress in writing.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct teacher/student talks to discuss strengths and weaknesses as demonstrated in the regular writing assessments.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of such strategies as: CRISS, reciprocal teaching and organizational modeling in the writing process.	Principal, Assistant Principal, Language Arts Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct writing workshop to assist teachers in the incorporation of writing across the curriculum as well as applying "Best Practices" in the teaching of writing to promote students' achievement.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Holt Rinehart Winston Elements of Language

Professional Development

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

The purpose of these professional development opportunities is to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction.

Evaluation



School Improvement Plan 2007-2008



1. Based on the results of the District Interim Assessments and classroom assessments, teachers and students will utilize the Continuous Improvement Model to review writing assignments periodically and determine if progress is being made towards the remediation of their deficiencies in the writing process.
2. Evidence will be determined by District Pre and Post Writing Test and monthly school-wide writing assessments. Students' individual instructional and remediation needs will be redirected based on the disaggregated data.
3. The 2008 FCAT Writing+ scores will be used as the final summative 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will increase their scientific knowledge.

Needs Assessment

Although scoring 31 percent, at Level 3 and above, on the 2007 Science FCAT, an analysis of the State Report of School Results indicated that Miami Coral Park Senior High School's science students scored the highest in the percentage of students achieving high standards when compared to other high schools with similar demographics.

An analysis of the State Report of School Results indicated Miami Coral Park Senior High School students' greatest strengths were Scientific Thinking (50 percent) and Earth and Space Science (50 percent) clusters, while their greatest weaknesses were in the Life and Environmental Science (42 percent) and in Physical and Chemical (38 percent) clusters. The data reveals that students need practice collecting, measuring and organizing data; distinguishing between qualitative and quantitative data; interpreting data from charts; and writing laboratory reports using the scientific method.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade 11 will increase by 25 percentage points on the 2008 administration of the FCAT Science test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase enrollment among all students in Advanced Placement classes. Provide science tutorial sessions in an effort to assist students to pass with a score of three or higher on the Advanced Placement Test.	Principal, Assistant Principal	08/20/07	06/05/08	Advanced Academics	0
Utilize the suggested District Pacing Guides for Science as a reference to assist in instructional planning.	Principal, Assistant Principal, Science Department Chairperson	8/20/07	06/05/08	Continuous Improvement Model	0
Utilize the CIM school-wide into the curriculum to promote science proficiency for all students.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Redirect instruction based on the disaggregated data derived from the 2007 FCAT and the individualized Student Performance Indicators (SPI).	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the District's Teacher Portal and SPI to provide faculty with the necessary disaggregated data to adjust students' individual instructional needs to ensure students science proficiency.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
All Earth and Space Science and Biology students will participate in bi-weekly lab activities using the scientific method in order to increase students' science problem solving proficiency.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Establish and monitor the implementation of long range plans for Earth and Space Science and Biology to ensure the delivery of the tested benchmarks prior to the March 2008 FCAT Science Test.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Provide after school tutorial and Saturday tutorial programs for students who are in need of remediation in science, focusing on the Sunshine State Standards and student's individual needs based on disaggregated data to ensure continuous progress in science.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	25000
Administer a pre and post test to all ninth through eleventh grade science students enrolled in, including, but not limited to, Earth/Space, Biology, Chemistry and Physical Science, using Edusoft to provide results.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Include SWD students in a co-teaching model in Science classes.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Inclusion of SWD	0
Incorporate science-based reading and writing activities in Earth/Space, Biology, Physics, Marine Biology, Anatomy & Physiology, and Chemistry classes to enhance instruction.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate the suggested District Laboratory Activities as part of the science curriculum in order to increase students' analytical and problem solving skills.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0

Register all eleventh grade students in a science class to provide the necessary curriculum to score a Level 3 or higher on the 2008 FCAT Science Test.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Plan and implement opportunities for participation in various science competitions such as, but not limited to, the Science Fair, SECME, and Fairchild Challenge.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement Regional Data Debriefing Protocol, in which teachers identify the three weakest accountability indicators, discuss grade level with the weakest performance in science, as well as, identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to implement in order to reverse the pattern of low performance.	Principal, Assistant Principal, Science Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe: Earth Science: Geology, the Environment and the Universe
2. Holt: Florida Holt Earth Science, 2006 ed.
3. Prentice Hall: Biology
4. Prentice Hall: Biology: Exploring Life
5. Glencoe: Chemistry: Matter and Change
6. Holt: Modern Chemistry
7. Glencoe: Physical Science with Earth Science
8. Prentice Hall: Essentials of Human Anatomy and Physiology
9. Prentice Hall: Fundamentals of Anatomy and Physiology
10. Holt: Holt Physics

Professional Development

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

The purpose of these professional development opportunities is to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction.

Evaluation

1. Results from the teacher generated science pre-test administered to all students in grades nine through eleven.
2. On-going benchmark assessments.
3. District Science Interim Assessments
4. The 2008 FCAT Science Test will be used as the final 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

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

Needs Assessment

In 2006-2007, the PTSA membership reached a total of 162 members. Although this demonstrated a 121 percent increase in membership, there is still a great need to increase PTSA membership for the 2007-2008 school year.

Measurable Objective

Given a school-wide emphasis on increasing PTSA membership, PTSA membership will increase by 25 percent as evidenced by comparing PTSA membership totals from the 2006-2007 school year, to the totals for 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist in providing ongoing communication in the parent's home language at school events, grade level meetings, parent and student orientations, Open House and parent conferences in order to bridge the gap between home and school.	Principal, Assistant Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0
Encourage parents to participate in The Parent Academy.	Principal, Assistant Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0
Provide PTSA membership forms to parents at all events including Open House, and post a PTSA membership form on the PTSA website.	Principal, Assistant Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0
Provide a mailed monthly multi-linguistic newsletter for parents to provide information for school site initiatives and events.	Principal, Assistant Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0
Produce a monthly e-newsletter, that will provide information for school site initiatives and events.	Principal, Assistant Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1. Evidence will be determined by monthly PTSA meeting sign-in-logs.
2. PTSA rosters and database will serve as final evidence for the increased enrollment.

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

Miami-Dade County Public Schools

District Strategic Plan

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"/>

Discipline & Safety Statement

The school's attendance percentage rate will increase.

Needs Assessment

Miami Coral Park Senior High School was ranked 3rd in the county in 2006-2007 with a 94.02 percent attendance rate.

Measurable Objective

Given an emphasis on discipline and student achievement, Miami Coral Park Senior High School's daily attendance rate will improve as evidenced by an increase of one percentage point in the school's attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implementation of a "tardy center," to reduce teacher error in documenting students as absent.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Reward students who have perfect attendance.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide attendance clerk with daily attendance corrections.	Principal, Assistant Principal, Attendance Clerk	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize electronic gradebook to electronically make attendance corrections.	Principal, Assistant Principal, Electronic Gradebook Manager	08/20/07	06/05/08	Other/ Not Applicable	0
Initiate a quarterly attendance award for classes with the highest attendance percentage.	Principal, Assistant	08/20/07	06/05/08	Other/ Not Applicable	0
Review Quarterly Attendance reports and monitor absences on an on-going basis.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Contact parents of students absent from school through the use of Connect ED Telephone System.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Hold parent conferences with student services and administration to remediate student absences.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Veteran teachers and teachers new to the school will receive on-going professional development on using the Excelsior Electronic Gradebook to record attendance.

Evaluation

Evidence will be determined by reviewing quarterly and end of the year District attendance reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

An initial analysis of the faculty at Miami Coral Park Senior High School indicated that there is a need for teachers to access and exchange information via technology and the need to increase the use of technology across the curriculum and within classrooms. A survey of teachers indicated the approximately 60 percent of teachers are currently using technology to assist them in gathering student data for differentiated instruction.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will increase their daily use of technology as evidenced by at least 85 percent of teachers using the MDCPS District Teacher Portal, SPI, Cognos, excelsior gradebook, and email to access valuable student data and personal information.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer training to all teachers on the use of the District Teacher Portal, COGNOS and SPI.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Provide follow up training to all teachers who are in need of assistance with technology.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Provide on-going technology and data analysis support.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Maintain program components on a regular basis to ensure proper operation of all machines.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Conduct a needs assessment survey for staff on technology usage.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Offer training to all teachers on the excelsior gradebook.	Principals, Assistant Principal, Gradebook Manager	08/20/07	06/05/08	Other/ Not Applicable	0
Provide opportunities for teachers to create web pages in order to communicate with students and parents.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Provide opportunities for instructional personnel to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Install LCD projectors in classrooms to afford teachers the opportunity to integrate technology into their daily lessons.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided for teachers at the school by the computer technology specialist as well as other school personnel. Training on website creation will be on-going throughout the school year, as necessary. The training will be provided for the teachers on early release days as part of their professional development. The computer technology specialists are available to teachers before and after school or during their planning periods for further training and collaboration.

Evaluation



School Improvement Plan

2007-2008



1. Evidence will be determined by sign-in logs for website development workshops.
2. The school site will keep a quarterly report of the number of teachers with websites.
3. Technology needs assessment survey.
4. Media Center logs on teacher technology usage (LCD projectors, laptop utilizations, etc...)
5. Use of SPI and COGNOS information by teachers in their classrooms to assist with differentiated instruction.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

An analysis of the 2006-2007 FITNESSGRAM summaries indicate that, 47 percent of students reached adequate fitness levels, this is a eleven percentage point drop from the previous year. As a result, 53 percent of students need assistance in the three areas tested on the FITNESSGRAM (strength, endurance and flexibility).

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their physical fitness level as evidenced by 63 percent of students receiving gold or silver card awards on the 2008 Fitnessgram.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students' endurance by participating in track and interval training sessions.	Principal, Assistant Principal, Physical Education Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Increase students' upper body strength, by participating in school site developed weight training program.	Principal, Assistant Principal, Physical Education Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Increase daily student participation in Physical Education classes.	Principal, Assistant Principal, Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Provide free breakfast to all students.	Principal, Assistant Principal, Cafeteria Manager	08/20/07	06/05/08	Other/ Not Applicable	0
Increase students' flexibility by participating in 20 minute dynamic warm up routine followed by partner stretches and flexibility exercises.	Principal, Assistant Principal, Physical Education Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Miami Coral Park Senior High will administer the FITNESSGRAM, a health-related fitness test at the end of the 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Student participation in band competitive events will increase.

Needs Assessment

An initial analysis conducted by the Music Department indicates that there is a need for an increase or maintaining student participation in band competitions from 95 percent in 2006-2007.

Measurable Objective

Given instruction based on the Sunshine State Standards and Curriculum Frameworks, students in the band program will increase their participation in competitive events, as evidenced by 95 percent of band students participating in band competition during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase fundraising opportunities to assist with costs associated with competition fees.	Principal, Assistant Principal, Treasurer, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0
Promote parental involvement/community service in their competitive events to increase participation.	Principal, Assistant Principal, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0
Recognize students for their performances.	Principal, Assistant Principal, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0
Provide and monitor attendance logs to accurately record the number of students participating in competitive events.	Principal, Assistant Principal, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0
Design and implement an instructional plan that outlines the objectives of the competitive event(s).	Principal, Assistant Principal, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0
Promote involvement in band through the Visual and Performing Arts Smaller Learning Community.	Principal, Assistant Principal, Band Director	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

The school will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Miami Coral Park Senior High School ranked at the 92nd percentile on the State of Florida ROI index as compared to the 89th percentile in 2003-2004 on the State of Florida ROI index.

Measurable Objective

Miami Coral Park Senior High School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2005 to the 93rd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Department Chairpersons	08/20/07	06/05/08	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, Miami Coral Park Senior High School will show progress toward reaching the 93rd percentile.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Graduation (High Schools Only) Statement

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

Needs Assessment

The Adequate Yearly Progress (AYP) Report indicates that 62 percent of the senior class graduated in 2007.

Measurable Objective

Given instruction based on the Sunshine State Standards, Miami Coral Park Senior High School will improve its graduation rate as evidenced by a 1 percent increase of its total population graduation rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide after-school and Saturday tutoring to all students not meeting state requirements.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Monitor student requirements through classroom visitations by counselors.	Principal, Assistant Principal, Counselors	08/20/07	06/05/08	Other/ Not Applicable	0
Review credit analysis with seniors on an individual basis.	Principal, Assistant Principal, Counselors	08/20/07	06/05/08	Other/ Not Applicable	0
Provide additional tutoring for LEP students via the LEP Academy.	Principal, Assistant Principal, Counselors, ESOL Departmental Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Provide classroom visitations by the Occupational Specialist and the CAP advisor.	Principal, Assistant Principal, CAP Advisor, Occupational Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Offer Intensive Reading and Mathematics to twelfth grade Level 1 and 2 students.	Principal, Assistant Principal, Counselors	08/20/07	06/05/08	Other/ Not Applicable	0
Enroll all tenth grade students into a career themed academy of their choice to create relevance for the student and increase student interest.	Principal, Assistant Principal, SLC academy leaders	08/20/07	06/05/08	Other/ Not Applicable	0
Review the matrix of courses for the selection of authorized courses for the career academy theme.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Complete a comprehensive articulation plan.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Evaluate and redesign master schedule structure, as needed, to accommodate the course offerings for smaller learning communities.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Evaluate and enroll students who qualify into the Ombudsman Program.	Principal, Assistant Principal, Student Services Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation



School Improvement Plan

2007-2008



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

EESAC Compliance

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

Budget:

The EESAC budget was shared with all members at the start of each school year, so that all stakeholders (students, teachers, parents, administrators, support staff, and business community representatives) will be cognizant of the revenue available. All funding requests presented to EESAC by faculty, students and/or organizations were discussed during EESAC meetings. Once relevance for each request was ascertained regarding the enhancement of student performance and all other criteria was met, funding was approved.

Training:

EESAC identified and supported opportunities for improvement in the area of professional development, as needed.

Instructional Materials:

In an effort to promote continuous improvement and advanced achievement at Miami Coral Park Senior High School, EESAC discussed and provided funding for the procurement of instructional materials and employee compensation for after-school tutorial and Saturday academy programs, as well as for collegiate AP tutoring. EESAC addressed the need for updated textbooks for use in the business department.

Technology:

EESAC used school and district sites to inform stakeholders of meetings. Stakeholders were also kept informed via personal and/or business e-mail notices. Minutes were documented and archived on the district's site.

In addition, Miami Coral Park Senior High School established a very active website to enable all stakeholders including parents, students, community leaders and faculty to access school-site and district information in virtual time. Also, in collaboration with the adult education center, a discussion was held regarding funding to support the school's technological initiatives.

Staffing:

EESAC was informed, in detail, regarding the school's budget by the principal. Copies of the school's budget were provided to all members.

After discussing the advantages and disadvantages of the 8-period day (4 X 4) with the members, the EESAC chairperson took an active role in promoting the 8-period schedule to the faculty, which was ultimately not approved by the faculty for the 2007-2008 school year.

The School Improvement Plan (SIP) was thoroughly reviewed three times by EESAC members in order to provide its final approval for its initial submission at the beginning of the year, during the mid-year review and for the end-of-the year assessing progress report.

Student Support Services:



School Improvement Plan 2007-2008



The student council president, as well as the junior and senior board presidents had active voices on the EESAC committee. The chairperson ensured student input on topics that were discussed.

The PTSA has played an active role during EESAC meetings and within the school/community, with their on-going beautification projects, food provided for staff members, and field-trips. Parents assisted in alleviating our school's traffic congestion/safety concerns and students were taken to Tallahassee to visit members of our state legislature.

Other Matters of Resource Allocation:

The school's EESAC committee made funds available to support the purchase of various instructional supplies and materials during the past school year. Money was also allocated for collegiate (AP) tutoring.

Benchmarking:

At regular intervals, the EESAC committee receives regular reports from the principal on progress related to the strategies and benchmarks outlined in the SIP. EESAC members were apprised as of student success in various academic areas (i.e. our school's advanced placement college-board recognition, national board recognition for teachers, as well as other goals and initiatives dealing with student achievement across the curriculum).

School Safety & Discipline:

Concerns regarding safety were constantly addressed. Issues dealing with the public address system, emergency call buttons, and telephones were discussed regularly and in vivid detail. Remedies to rectify the identified problems were constantly sought by the principal, with substantiated documentation, but the concerns are on-going.

Staffing for security personnel was also addressed with the principal requesting the need for additional security monitors via the district. Allocations were granted via the district to support an increase in security staffing.

Parking issues were addressed and signage was provided to help to monitor and inform who has access to our school's campus. Security monitors have been assigned to monitor the entry-ways to various parking areas.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	25000
Mathematics	25000
Writing	0
Science	25000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	75000



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