

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI CORAL PARK SENIOR HIGH

District Name: Dade

Principal: Dr. Nicholas JacAngelo

SAC Chair: Patricia Rivera

Superintendent: Alberto Carvalho

Date of School Board Approval: September 16, 2010

Last Modified on: 10-01-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dr. Nick JacAngelo	Bachelor's of Science in Special Education Master's of Science in Guidance and Counseling Master's of Science in Biology Master's of Science in Divinity Master's of Science in Educational Leadership Doctorate of Education in Educational	6	15	'10 '09 '08 '07 '06 School Grade C C C C AYP NO NO NO NO NO High Standards Rdg. 47 45 42 39 40 High Standards Math 79 77 70 68 71 Lrng Gains-Rdg. 53 51 53 50 54

		Leadership			
Assis Principal	Christina Perez-Bellon	Bachelor's of Science in Health Education Master's of Science in Secondary Science Education Certificate in Educational Leadership	3	6	'10 '09 '08 '07 '06 School Grade C C A A AYP NO NO NO NO High Standards Rdg. 47 45 42 67 71 High Standards Math 79 77 70 74 72 Lrng Gains-Rdg. 53 51 53 61 74 Lrng Gains-Math 77 75 75 73 77 Gains-Rdg-25% 45 46 53 70 80 Gains-Math-25% 64 68 72 68 NA
Assis Principal	Dr. La Shinda Moore	Bachelors of Arts in Specific Learning Disabilities and Elementary Education Masters of Science in Educational Leadership Doctorate of Education in Educational and Organizational Leadership	2	6	'10 '09 '08 '07 '06 School Grade B B C B AYP NO NO NO NO NO High Standards Rdg. 47 49 44 40 42 High Standards Math 79 75 72 62 66 Lrng Gains-Rdg. 53 59 56 52 60 Lrng Gains-Math 77 77 75 69 73 Gains-Rdg-25% 45 56 55 54 60 Gains-Math-25% 64 71 75 66 NA
Assis Principal	Juan Carlos Boue	Bachelor's of Science in English Education Master's of Science in Educational Leadership	9	5	'10 '09 '08 '07 '06 School Grade B B C C AYP NO NO NO NO NO High Standards Rdg. 47 49 44 39 40 High Standards Math 79 75 72 68 71 Lrng Gains-Rdg. 53 59 56 50 54 Lrng Gains-Math 77 77 75 70 77 Gains-Rdg-25% 45 56 55 49 55 Gains-Math-25% 64 71 75 65 NA

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Rosalind Gooding	Bachelor's of Science in Sociology Bachelor's of Science in English Education Master's of Science in Reading	26.5	5	'10 '09 '08 '07 '06 School Grade C C C C AYP NO NO NO NO NO High Standards Rdg. 47 45 42 39 40 High Standards Math 79 77 70 68 71 Lrng Gains-Rdg. 53 51 53 50 54 Lrng Gains-Math 77 75 75 70 77 Gains-Rdg-25% 45 46 53 49 55 Gains-Math-25% 64 68 72 65 NA
Reading	Danay Jordan	Bachelor's of Science in Elementary Education Master's of Science in Reading			'10 '09 '08 '07 '06 School Grade A A A A A AYP Yes Yes Yes Yes Yes High Standards Rdg. 82 78 79 78 78 High Standards Math 82 79 81 78 73 Lrng Gains-Rdg. 75 68 70 70 74 Lrng Gains-Math 72 67 73 72 72 Gains-Rdg-25% 73 64 72 71 75 Gains-Math-25% 72 64 70 69 N/A
Reading	Richard Paulison	Bachelor's of Science in English Literature Master's of Science in Reading	13	2	'10 '09 '08 '07 '06 School Grade C C C C AYP NO NO NO NO NO High Standards Rdg. 47 45 42 39 40 High Standards Math 79 77 70 68 71 Lrng Gains-Rdg. 53 51 53 50 54 Lrng Gains-Math 77 75 75 70 77 Gains-Rdg-25% 45 46 53 49 55 Gains-Math-25% 64 68 72 65 NA

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Project RISE – Support, mentoring, professional development	Project RISE Coordinators	06/2011	
2	2. Regular meetings of teachers with 1-3 year experience with Assistant Principal	Assistant Principals	Ongoing	
3	3. Partnering of teachers with 1-3 years experience with veteran teachers.	Assistant Principal	Ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Yahaira O. Carratala	Learning Disabilities K-12 Varying Exceptionalities K-12	English/Reading 6-12	Yahaira Carratala will be attending District subject area test tutorials in the Fall of 2010. She will register to take the Florida Teacher Certification Exam by the conclusion of the school year.
Ronald Rodriguez	Exceptional Student Education	ESE Self Contained (EBD)	Ronald Rodriguez will register to take the Florida Teacher Certification Exam for Social Science 6-12.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
159	0.6%(1)	15.7%(25)	47.8%(76)	36.5%(58)	40.3%(64)	64.2%(102)	5.7%(9)	9.4%(15)	17.0%(27)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alicia Hartlaub	Dane Ireson	Mentor will be able to provide guidance as far as IEP completion and compliance as well as assistance with classroom planning.	IEP completion trainings, data chats, classroom modeling, classroom planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Miami Coral Park Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or Adult Education. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Another program that is integrated into the school-wide program is Peer Mediation. This is a program that has a peer-to-peer approach to conflict resolution. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

Miami Coral Park Senior High receives funds to support the Educational Outreach Program. Services are coordinated with District Drop-out Prevention Program. Incentives are provided to students with perfect attendance and the parent liaison and the school's social worker assist the administration to contact parent's of students who are truant.

Title II

Miami Coral Park Senior High uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Services are provided through District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

- Tutorial programs to target students' FCAT weaknesses in Reading, Mathematics, Writing, and Science.
- Parent out-reach activities
- Behavioral/mental counseling services
- Professional development on best practices for ELL and content area teachers
- Coaching and mentoring for ELL and content area teachers

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Miami Coral Park Sr. High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Coral Park Sr. High offers a non-violence anti drug program to students that incorporates community service and counseling. Additionally, the school has a peer-mediation program that uses the peer-to-peer approach for conflict resolution.

Nutrition Programs

- 1) Miami Coral Park Sr. High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and vending machine snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami Coral Park Senior High students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental Involvement:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Miami Coral Park Senior High School's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Additionally parents will also be introduced to the Parent Liaison to further familiarize themselves with the Programs provided through Title I.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. Confidential "as-needed services" will be provided to any students at Miami Coral Park Sr. High in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

Miami Coral Park Sr. High receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Instructional Specialist:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists in the design and implementation for progress monitoring, data collection; and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Miami Coral Park Sr. High School's Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once every three weeks to engage in the following activities: Review student data and link outcomes to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources to aid teachers in the development of lesson plans that will incorporate new strategies. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, among all staff members to produce consistent improvements. The RtI will provide ongoing feedback.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Miami Coral Park Sr. High School's RtI Leadership Team met with the School Advisory Council (SAC), the Curriculum Council, and the Principal to help develop the SIP. The team provided data on: academic areas that needed to be addressed; helped set clear expectations for instruction through the development of focus calendars, facilitated the development of a systemic approach to teaching (Higher Order Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), FCAT Released test on Edusoft; Florida Continuous Improvement Model (FCIM); Florida Assessments for Instruction in Reading (FAIR); Focus Calendars.

Midyear: Florida Assessments for Instruction in Reading (FAIR); Interim Assessments; Midterm Exams

End of year: FAIR, FCAT Simulations (Post-Test); FCAT Assessment

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided at Miami Coral Park Senior High School during teachers' common planning time and small sessions will occur throughout the year primarily during Professional Development early release days and Professional Development days as designated by the District. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team meetings and/or Early Release Days.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Juan Carlos Boue-Assistant Principal:

Provides a common vision for the use of data-based decision-making, ensures implementation of intervention support and documentation, ensures adequate professional development for staff members, and communicates with parents regarding school-based initiatives in Reading.

Rosiland Gooding-Reading Coach(s):

Develops, leads, and evaluates school literacy plan and presents items to the school's Curriculum Council. Models strategies that best correlate to specific content areas. Based on data classify student needs to identify appropriate evidence-based intervention strategies to improve students' reading skills. Assists in monitoring, collecting, and analyzing data. Designs and delivers Reading professional development to support teachers' delivery of instruction.

Curriculum Council:

Dr. Nick JacAngelo-Principal

Alan Soriano-Assistant Principal

Christina Perez-Bellon-Assistant Principal

Dr. LaShinda Moore- Assistant Principal

Dionisio Martinez-Fine Arts Department Chair

Horacio Sierra-ESOL Department Chair

Rachel Sturgeon/Diana Doria-SPED Department Chairs

Richard Quintana-Gifted Department Chair

Dori Guerra/Theresa Keefe-Language Arts Department Chair

Luis Alvarez/Jai Shamdasani-Math Department Chairs

Manny Rodriguez-Physical Education Department Chair

Rosiland Gooding-Reading Department Chair

Gloria Alonso-Science Department Chair

Jan Motley-Social Studies Department Chair

Charlie Delahoz-Vocational/Technology/Business/Co-op Education Department Chair

Dr. Jose L. Rodriguez-World Languages Department Chair

John Dinicola-Student Services Department Chair

Maria Handal-Project RISE

Frank Sanchez-PD Liaison

Yvette Duggan-SPED Program Specialist

Robert Monteagudo-Test Chairperson

All members will be responsible for disseminating information to school faculty about reading initiatives taking place in the school. Provide assistance to teachers who need support when integrating reading strategies into core content areas.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) meets once a month to review student data to make instructional decisions to affect student progress. Data will be reviewed per content area for Reading, Mathematics, and Science classes to classify students who are meeting/exceeding benchmarks. Based on the above information, the team will identify professional development and resources to aid teachers in the development of lesson plans that will incorporate new strategies to meet students' needs. Professional development will be provided to instructional personnel in interpreting data to realign the pacing guides and scope and sequences to meet student needs. At these sessions teachers will be given best practices strategies to incorporate in their classrooms. Professional development will also be provided to teachers in the area of differentiated instruction to meet the needs of individual students. The LLT will also device plans to present data, review progress monitoring, and instructional strategies with the rest of the faculty.

What will be the major initiatives of the LLT this year?

To promote Reading across the curriculum in the content area courses, and especially within electives (Physical Education).
To develop a vocabulary plan highlighting FCAT words for the use in all subject areas.
To improve attendance in after school and Saturday school tutoring.
To Invite members from the community to read, discuss and analyze literary works to promote the joy of reading.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 9/30/2010 6:11:21 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached a copy of the CWT Notification to Parents](#) (Uploaded on 9/30/2010 6:12:15 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the SES Notification to Parents](#) (Uploaded on 9/30/2010 6:13:05 PM)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions within all the content area classes. Students not making mastery will be offered assistance during the regular school day by reading coaches via push-in of Reading classes, and pull-out that will be offered on a rotating schedule so students will not miss instruction in only one class. Teachers will also be hired to provide tutorial services before school, afterschool, and Saturday school.

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Teachers in the Social Studies and Language Arts Department will incorporate instructional reading strategies that specifically target the content cluster of Reference/Research.

Reading Coaches will work closely with the math department to infuse reading strategies when students read and solve mathematics word problems.

Physical Education Department will work closely with students to read informational texts in the style of the Reading FCAT exam to develop students reading comprehension skills.

Students receiving afterschool and Saturday school detention will be placed on computers to work on Reading Plus.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Miami Coral Park Sr. High offers students elective courses in art, business, technology, diversified career training. Miami Coral Park Senior High School also has a Magnet Engineering Program that works closely with Florida International University to provide students with a rich curriculum through hands-on activities. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. In the ninth grade academy students are required to complete projects focusing on career interests as well as

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

At the beginning of the school year counselors meet with individual students to go over students' academic progress through the analysis of the students' credit profile. Students at each grade level are told their GPA, the courses they still need to fulfill graduation requirements, and opportunities available to them at Miami Coral Park Senior High School. In the Spring of every year, students and parents participate in the course selection process that exposes them to next year's curriculum to inform their course selection. After the course selection process, students meet one-on-one with a counselor to decide what classes will be taken. Parents are encouraged to attend these meetings and final course selection is sent home for parental signature. The school offers students elective courses in art, business, technology, and diversified career education. Many courses focus on job skills and computer skills. A full-time College Advisor (CAP) will spend time with all students on college planning—individually, through the use of career fairs, and grade level meetings, as well as provide students with a financial aid workshop and provide students with updated electronic monthly scholarship bulletins available on our school's website. Students are encouraged to seek financial support by applying to a variety of scholarships and grant programs. In the past five years through our CAP advisor Miami Coral Park Senior High School has gleaned more than \$50,000,000 in scholarships.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [School Feedback Report](#)

Given an analysis of the High School Feedback Report, it indicated that Miami Coral Park Sr. High had a higher rate than both the district and that state in the following pre-graduation indicators: percent of 2009 graduates completing a college prep curriculum, percent of 2009 graduates enrolled in Algebra I or equivalent prior to ninth grade, percent of 2009 graduates completing at least one level 3 high school math course, percent of 2009 graduates completing at least one level 3 high school science course, percent of 2009 graduates who took the PSAT, percent of 2009 graduates who took the SAT and ACT, percent 2009 graduates who took and scored at or above college level in the Math ACT, percent 2009 graduates enrolled in a Florida public postsecondary institution, percent 2008 graduates at a community college in Florida, percent 2009 graduates at a state university in Florida, percent 2009 graduates enrolled in college credit courses at a Florida public postsecondary institution earning a GPA above 2.0, percent 2009 graduates enrolled college credit courses at independent colleges and universities of Florida earning a GPA above 2.0, of the graduates enrolled in a Math course in Florida in Fall—the percent who successfully completed Remedial Math, Intermediate Algebra, Freshmen Comp I or II, and other College-level English.

The following are strategies that have proven to be effective for Miami Coral Park Sr. High's student population and which we will continue to implement in the 2010—2011. school year are the following:

Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might interested in taking the PSAT.

Through their Language Arts classes, students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination.

Through our engineering magnet program partnering with local colleges to provide support for students through dual enrollment and summer enrichment programs.

Students will participate in career planning through the state's facts.org website—completing the ePEP, portfolio, interest inventory, and monitoring their Bright Futures award eligibility. Throughout their high school career (grades 9—12) they will complete a career portfolio through the Language Arts classes.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	The results of the 2009-2010 FCAT Reading Test indicate that 23% of students achieved a level 3 proficiency. Our goal for the 2010-2011 school year is to increase level 3 student proficiency by 3 percentage points to 26%
---	--

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

23%
(376)

26%
(424)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2010 administration of the FCAT Reading Test was reporting Category 2 Reading Application. Students demonstrated difficulty in making inferences and drawing conclusion from the main idea or essential message of the text.	Students will utilize grade level text that will afford them practice in summarization, making inferences and drawing conclusions.	RtI Leadership Team Reading Coach Assistant Principal in charge of the Reading Department	Ongoing classroom assessments Progress Checks from Jamestown Reading Navigator (JRN), Hampton Brown Edge (HBE), and Reading Plus	Bi-Weekly Test Mini Assessments District Interim Assessment FCAT 2011 Assessment
2	The area of deficiency as noted on the 2010 administration of the FCAT Reading Test was reporting Category 1. Students lack the vocabulary necessary to be successful readers.	Students will utilize instruction in context clues, word walls, and concept maps to help build their knowledge of word meanings and relationships.	Assistant Principal in charge of Reading or Administration. Reading Coach RtI Leadership Team	Ongoing classroom assessments. Progress checks from JRN, HBE, and Reading Plus	Mini-Assessments Bi-Weekly Test District Interim Assessment FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	The results of the 2009-2010 FCAT Reading Test indicate that 18% of students achieved levels 4 and 5 proficiency. Our goal for the 2010-2011 school year is to increase level 4 and 5 by 3 percentage points to 21%.
--	--

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

18 % (289)

21% (337)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth for this subgroup was Category 4, Informational Text/ Research Process.	Utilize Project Based Learning in order to move students to more independent Learning.	Assistant Principal in charge of the Reading Department	Ongoing classroom assessments/observations focusing on students' ability to complete assignments. Use of rubrics in assessing students	Assessment of student projects using rubrics.
	Students were not sufficiently exposed to real-world documents	Use real-world documents such as brochures, fliers and websites to synthesize text features, locate, interpret, and organize information to develop Project based activities			Mini-Assessments
		Build classroom libraries with non-fiction texts			FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	The results of the 2009-2010 FCAT Reading Test indicate that 53% of students made learning gains.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
53% (798)	63% (949)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2010 administration of the FCAT Reading Test revealed that 49 percent of students did not make learning gains.	Implement a before school tutoring program	RtI Leadership Team	Monitor tutoring attendance logs	FCAT Explorer progress data
	As a whole students did not take advantage of after school/Saturday school tutoring.	Utilize Reading Coaches for push-in and pull-out.	Reading Coach	Review reports from instructional tools used in tutoring (Focus/FCAT Explorer) to ensure students are making adequate progress.	FCAT 2011 Assessment
	Students identified as needing the intervention had transportation problems or after school employment	Implement a before school tutoring program	Assistant Principal in charge of the Reading Department		FCAT Focus Progress Data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making	
--	--

learning gains in reading Reading Goal #4:		The results of the 2009-2010 FCAT Reading Test indicate that 45% of students in the lowest 25% made learning gains.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
45% (169)		55% (207)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students did not take advantage of computer generated programs such as Focus and FCAT Explorer.	Increase usage of on campus computer labs by generating a schedule for teachers to use the Reading Plus Program.	RTI Leadership Team Assistant Principal in charge of the Reading Department	Review bi-weekly reports to ensure progress is being made and adjust intervention as needed.	FCAT Focus progress data FCAT Explorer progress data Bi-weekly test FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):					
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:		The results of the 2009-2010 FCAT Reading Test indicates that 44% of the students in the Hispanic subgroup achieved proficiency.			
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
44% (618)		50% (703)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: As noted on the administration of the 2010 FCAT Reading Test, the Hispanic subgroup did not make AYP. Appropriate and timely placement of students in interventions has been an obstacle.	Early identification of students and teachers to allow teachers to make provisions for class work missed. Early notification to parents of the need and importance of intervention Inform teachers of student progress on a bi-weekly basis	RTI Leadership Team Reading Coach Assistant Principal in charge of the Reading Department Choose the way you want to state it and remain constant.	RTI Leadership Team will meet monthly to monitor student progress. Reading Coach will monitor participation logs. FAIR analysis of data	FAIR Data District/School Assessment Data Bi- Weekly Test FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	The results of the 2009-2010 FCAT Reading Test indicate that 21% of students in the English Language Group achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 29%.
Reading Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
21% (53)	29% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2010 administration of FCAT Reading Test revealed that 79 percent of students did not make AYP. Students did not take advantage of after school/Saturday school tutoring.	Implement a before school tutoring program.	RtI Leadership Team Reading Coach Administer over reading	Monitor tutoring attendance logs Review reports from instructional tools used in tutoring (Focus/FCAT Explorer/Reading Plus)	FCAT Focus progress data FCAT Explorer progress data Reading Plus progress data FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	The results of the 2009-2010 FCAT Reading Test indicate the 21% of students in the Students With Disabilities group achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 29%.
Reading Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
21% (30)	29% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2010 administration of FCAT Reading Test revealed that 79 percent of students did not make AYP. Students did not take advantage of after school/Saturday school tutoring. Students did not participate in pullout sessions with fidelity	Implement a before school tutoring program. Early identification of students/teachers within the first two weeks of school to allow teachers to make adjustments in instructional time. Implement a Differentiated	RtI Leadership Team	Monitor tutoring attendance logs Review reports generated from instructional tools used in tutoring sessions.	FCAT Focus progress data FCAT Explorer progress data FCAT 2011 Assessment

	due to clock schedule	Instructional model in all reading classes to meet all students' needs.			
--	-----------------------	---	--	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	The results of the 2009-2010 FCAT Reading Test indicate the 40% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 46%
---	--

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
40% (410)	46% (472)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2010 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP. Limited students participated in after school/Saturday school tutoring because transportation issues prohibited them from doing so.	Implement a before school tutoring program. Early identification of students/parents to allow parties to make necessary accommodations. Parents will be surveyed to determine the most appropriate time to conduct tutoring sessions.	RTI Leadership Team	Monitor tutoring attendance logs Review reports from instructional tools used in tutoring program	FCAT Focus progress data FCAT Explorer progress data 2011 FCAT Assessment
2	Students have after school employment.	Early identification of students to allow students to communicate with employers of tutoring schedule.	RtI Leadership Team	Monitor tutoring attendance logs Review reports from instructional tools used in tutoring program	FCAT Focus progress data FCAT Explorer progress data 2011 FCAT Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		Reading Coach		Early Release		

Reading Strategies and data analysis	9-12 Reading	Assistant Principal in charge of the Reading Department	SPED 9-12 ELL 9-12 Language Arts 9-12 Reading 9-12	beginning with September 26, 2010 Quarterly (after interim and FAIR assessments)	Walk-through of classes to witness the use data driven instruction and Reading strategies.	Reading Coach Assistant Principal over Curriculum
--------------------------------------	--------------	---	---	---	--	--

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Before school, after school and Saturday Tutorials Programs	Title I	\$5,616.00
	Before school, after school and Saturday Tutorials Programs	EESAC	\$5,000.00
			Subtotal: \$10,616.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,616.00

End of Reading Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	The results of the 2009-2010 Mathematics FCAT Test indicates that 35 percent of students achieved Level 3 proficiency. Our goal for the 2010-2011 school year is to increase Level 3 students' proficiency by 2 percentage points to 37%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
35% (568)	37% (592)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2009-2010 administration of the FCAT mathematics test was data analysis. This deficiency is due to the lack of alignment between the middle and high school Algebra I and Geometry scope and sequence. 2010 FCAT Level 3 9th Grade – 36% 10th Grade – 35%	Professional Development with the feeder pattern Middle Schools to align the Algebra I and Geometry scope and sequence to increase student achievement in Mathematics	Assistant Principal in charge of the Math Department Mathematics Department Chair Mathematics Coach RtI Leadership	Alignment of Scope and Sequence of Algebra 1 and Geometry process in both the high school and middle schools. Ongoing analysis by the RtI Leadership Team	Interim Assessments Midterms Exams Final Exams. 2011 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	The results of the 2009-2010 FCAT Mathematics test indicates that 35% of students achieved proficiency (Level 4 and 5). Our goal is to maintain and increase student proficiency by 2 percentage points to 37%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
35% (598)	37% (592)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The Level 4 and 5 students showed an area of deficiency in data analysis as noted on the 2010	Students will be given opportunities to develop exploration and inquiry activities to maintain and/or	Assistant Principal in charge of the Math Department Mathematics	Review ongoing classroom assignments and assessments that target application of the skills taught.	Student authentic work. Interim Assessments

1	administration of the FCAT Mathematics Test. Limited classroom opportunities to develop exploration and inquiry activities. 2010 FCAT Levels 4/5: 9th Grade – 29% 10th Grade- 42%	increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems.	Department Chair Mathematics Coach		2011 FCAT Assessment.
---	---	--	---	--	-----------------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On the 2009-2010 FCAT Mathematics Test 77% of students made learning gains. Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 87%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
77% (1149)	87% (1298)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2010 FCAT Mathematics administration, students making learning gains increased by 2 percentage points when compared to the 2009. The area of deficiency was data analysis. Students had limited opportunities to explore, discuss, and solve real world problems in math classes.	Develop a set of core departmental strategies including opportunities to explore, discuss, and analyze for all Algebra I and Geometry classes to increase student achievement.	Assistant Principal in charge of the Math Department Rtl Team Mathematics Coach	Review quarterly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct subject area discussions to attain teacher feedback on effectiveness of strategy.	Teachers generated assessments. Quarterly Assessment 2011 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On the 2009-2010 FCAT Mathematics Test 64% of students made learning gains. Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 74%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
64% (239)	74% (276)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the 2010 FCAT Mathematics administration, students making learning gains decreased by 4 percentage points when compared to the 2009. The area of deficiency was data analysis.</p> <p>Provide students that have a difficult time solving word problems with vocabulary that is easily identifiable to use when solving problems.</p> <p>Lowest 25%: 2010: 64% 2009: 68%</p>	<p>Provide students with opportunities to solve word problems using different approaches like nonlinguistic representations, creation of student developed word problems, the use of manipulative, and to explain their answers in writing.</p>	<p>Reading Coach</p> <p>Mathematics Department Chairs</p> <p>Mathematics Coach</p> <p>Assistant Principal in charge of the Math Department</p>	<p>Conduct subject area discussions with Reading Coach to attain teacher feedback on effectiveness of strategies for solving word problems.</p> <p>RtI Leadership Team</p>	<p>Interim assessments</p> <p>Student generated work in math notebooks.</p> <p>2011 FCAT Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	The results of the 2009-2010 FCAT Mathematical Test indicate that 73% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 76% by providing appropriate interventions and remediation.
Mathematics Goal #5A:	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
73% (1015)	76% (1057)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Hispanic: As noted on the 2010 FCAT Mathematics administration, Hispanic students making learning gains increased by 1 percentage point when compared to the 2009 FCAT.</p> <p>Although the Hispanic subgroup showed gains, they still did not make AYP.</p> <p>Lack of differentiated instruction used in mathematics classes to meet all students' needs.</p>	<p>Using a differentiated instruction model to honor students' learning styles that promotes individual learning and progress.</p> <p>Conduct subject area differentiated instruction workshop, and discussion, with the development of a differentiated instruction model to use in mathematics classes.</p>	<p>Assistant Principal in charge of the Math Department</p> <p>Mathematics Department Chairs</p> <p>Mathematics Coach</p> <p>RtI Team</p>	<p>Conduct subject area meetings with Math Coach to discuss effective differentiated instructional strategies.</p> <p>Review ongoing classroom assignments and assessments that target application of the skills taught.</p> <p>RtI team's review of data</p>	2011 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	The results of the 2009-2010 FCAT Mathematics Test indicate that 50% of students in the English Language Learners subgroup achieved proficiency.
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
50% (122)	55% (134)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2010 FCAT Mathematics administration, students in the ELL subgroup making gains has remained the same when compared to 2009 FCAT Mathematics administration. The ELL subgroup did not make AYP. The ELL subgroup lacked an understanding of the strand concept in the English language which has impeded student growth.	Assist ELL Teachers with effective strategies that help students develop meaning through mathematical problem solving in a real-world context, provide opportunities for math exploration, demonstration of concepts, discussion, and the use of manipulative to gain understanding of mathematical concepts.	Assistant Principal in charge of the Math Department Mathematics Department Chair Mathematics Coach RtI Team	Monitor of monthly teachers created FCAT style assessments.	Review ongoing classroom assignments and assessments that target application of the skills taught. Interim Assessments 2011 FCAT Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	The results of the 2009-2010 FCAT Mathematics Test indicate that 37% of students in the Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 43%.
Mathematics Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
37% (52)	43% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On the 2010 FCAT Mathematics administration, the subgroup Students With Disabilities has increased by 5	Promote and provide students with incentives to attend after school and Saturday school tutoring.	Assistant Principal in charge of the Math Department Mathematics Coach	Monitor tutoring attendance logs	Interim Assessments, Midterm, and Final Exams

1	percentage points when compared to the 2009 FCAT Mathematics administration. A low percentage of students are taking advantage of the after school and Saturday tutorials being offered.	Identify students' deficiencies. Provide individualized tutoring based on students' weaknesses of math strands and monitor student progress.	RtI Team		2011 FCAT Assessment
---	---	--	----------	--	----------------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	The results of the 2009-2010 FCAT Mathematics Test indicate that 72% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 75%.
---	--

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
72% (732)	75% (763)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2010 FCAT Mathematics administration, the subgroup Economically Disadvantaged has increased by 2 percentage points when compared to the 2009 FCAT Mathematics administration. A low percentage of students are taking advantage of the after school and Saturday tutorials being offered.	Promote and provide students with incentives to attend after school and Saturday school tutoring. Using a differentiated instruction model to honor students' learning styles that promotes individual learning and progress.	Assistant Principal in charge of the Math Department Mathematics Coach RtI Team	Monitor tutoring attendance logs	Interim Assessments, Midterm, and Final Exams 2011 FCAT Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Mathematics Standards	9-12 Mathematics	Mathematics Department Chair	9-12 Math Teachers	First Grading Period Early Release Day starting with September 23, 2010	Classroom walkthroughs	Administrator Math Coach

Gizmos-Targeting	9-12 Mathematics	Designated Department Liaison	Algebra I and Geometry Teachers	Professional Development Day starting with November 2, 2010	CAP (Computer Assisted Programs)	Administrator Math Coach
Reading through Mathematics	9-12 Mathematics	Reading Coach	9-12 Math Teachers	Early Release Day starting with November 2, 2010	Classroom walkthroughs	Administrator Reading Coach Math Coach
Differentiated Instruction	9-12 Mathematics	Project RISE	Algebra I and Geometry Teachers	November 2, 2010	Lesson Plans Classroom walkthroughs	Administrator Project RISE coordinators Math Coach
Differentiated Instruction	9-12 Mathematics	Project RISE	Algebra I and Geometry Teachers	November 2, 2010	Lesson Plans Classroom walkthroughs	Administrator Project RISE coordinators Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Before school, after school and Saturday Tutorials	Title I	\$5,616.00
	Before school, after school and Saturday Tutorials	EESAC	\$5,000.00
			Subtotal: \$10,616.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,616.00

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	On the 2010 administration of the Science FCAT, 22% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2011 is 25% achieving proficiency, which is an increase of 3 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
22% (164)	25% (192)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency according to the 2010 Science FCAT are Physical, Chemical, Life and Environmental Sciences. Students need to develop higher order thinking skills in order to increase the levels of proficiency.	Provide all students the opportunity to compare, contrast, interpret, analyze and explain Chemical, Physical, Life and Environmental science concepts during laboratory activities and classroom discussions. Have students use GIZMOS to enhance their scientific proficiency.	Assistant Principal in charge of the Science Department Department Chairperson Science Coach	Teams will review the results of school-site and district assessment data to monitor student progress.	School-site and District Assessments 2011 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	On the 2010 administration of the Science FCAT, 3% of students scored above proficiency (FCAT Level 4 and 5). The expected level of performance for 2011 is 7% above proficiency, which is an increase of 4 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
3% (21)	7% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited support to develop independent projects.	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of a Science Fair Project. Students will receive a timeline, and projects will be reviewed periodically, according to the timeline, using a rubric to be sure that students are making progress and that adjustments are being made as necessary.	Assistant Principal in charge of the Science Department Department Chairperson Science Coach	Leadership will monitor and project development and rubrics.	School developed Rubric Interim Assessment 2011 FCAT Assessment

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developing Science Projects	Grades 9-12	District Science Coordinator	School-site Science Fair Coordinator	November 2, 2010	Participation in Science Fair	Department Chairperson/Administrator
Gizmos Training	Grades 9-12	Gizmos Trainer	Selected Teacher from Science Department	Early Release Days starting September 23 2010	Presentation to teachers in department that did not attend training.	Administrator
Scope and Sequence Correlation according to subject area	Grades 9-12	Department Team Leaders	All teachers	June 13-24 2011	Development of a common curriculum and laboratory activities according to subject area	Department Chairperson/Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	Our goal for the 2010-2011 school year is to maintain the percentage of students achieving at or above proficiency at 91%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
91% (696)	91% (696)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is limited student "buy-in" for the FCAT Writes because they are aware that proficiency on this exam is not a graduation requirement.	Establish a reward system for those students who achieve mastery on the FCAT Writes. An example would be an ice cream party whereby those students who pass the exam will be recognized for their achievement.	Assistant Principal in charge of the English Department Department Chairpersons RtI Leadership Team	Monitoring the progress of students' increased performance on the baseline, interim, mid-year and FCAT 2011 results through data collection.	Student scores on bi-monthly writing assessments. Interim Assessment 2011 FCAT Assessment
2	Funding for FCAT Writes tutoring is not available for students because the emphasis is on passing the FCAT Reading exam.	Students in our school's honor societies will provide peer-tutoring after school. Those students in the honor societies will receive community service hours.	Assistant Principal in charge of the English Department English Department Chair(s) Honor Society Sponsors	Honor Societies sponsors will collect after school tutorial log—in sheets to monitor students' participation.	Community Service Log—In sheets from Honor Societies
3	Students do not have enough creative writing opportunities because of the rigorous preparation that they undergo for the FCAT reading exam.	Through Project RISE, Language Arts teachers will be provided with quarterly in-service opportunities so that they can broaden their scope of creative writing opportunities/assignments.	Project RISE Coordinators English Department Chair(s)	Review monthly writing assignments to ensure progress is being made and adjust intervention/focus as needed	Student scores on monthly writing assessments. Interim Assessment FCAT 2011 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	
--	--

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
--------------------------------------	---------------------------------------

--	--

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---------------------	----------	---	---	-----------------

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	
--	--

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
--------------------------------------	---------------------------------------

--	--

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---------------------	----------	---	---	-----------------

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	
--	--

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
--------------------------------------	---------------------------------------

--	--

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Holistic Writing Scoring Process	9-10/ Language Arts	Project RISE designee	Language Arts teachers grade 9 & 10	September 23, 2010	Subsequent quarterly in-services	Project RISE Coordinator and Language Arts Department Chair (s)
Quarterly Writing In-services	9-10/ Language Arts	Project RISE designee	Language Arts teachers grade 9 & 10	Quarterly starting with September 16, 2010	Subsequent quarterly in-services	Project RISE Coordinator and Language Arts Department Chair (s)

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 94.54% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
94.04% (3008)	94.54% (3024)
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
1182	1123
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
2004	1904

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance rate decreased from previous year by .44% Tardies have increased by 3% from the previous year. Parents and students are unfamiliar with District attendance and tardy policies.	Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Team (ATR), Title I Parent liaison, and the school's social worker. Inform parents of the Districts attendance and tardy policies through CoNect Ed, and school's web site.	Assistant Principal in charge of attendance RTI Team	Monthly updates during faculty meetings by the ATR. Administrators will monitor daily attendance rates and ensure parental communication strategies are being implemented throughout the school.	Attendance Rosters TADL Reports Parental Communication Logs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance and Tardy Policy	9-12 Attendance	ATR	Faculty (teachers, attendance clerk, and counselor)	August 20, 2010	A tardy and attendance program will be developed, implemented, and monitored.	Assistant Principal Attendance Clerk
-----------------------------	-----------------	-----	---	-----------------	---	--------------------------------------

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2010-2011 school year is to decrease the total number of suspensions by 10%.
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions
1140	1026
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
676	608
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
284	256

2010 Total Number of Students Suspended Out of School		2011 Expected Number of Students Suspended Out of School			
221		199			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of indoor and outdoor suspension increased from 514 incidents during the 2008-09 school year to 1424 in the 2009-2010 school year; an increase of 910 incidents. There are not enough opportunities to recognize students for positive behavior. Unfamiliarity with the District's student code of conduct and Miami Coral Park Senior High School's discipline plan	Utilize the Student Code of Conduct and Miami Coral Park's Discipline Plan to implement an incentives program to recognize and reward students who exhibit of positive behavior.	Administrative Team RtI Team	COGNOS reports for students' suspension rates (outdoor and indoor)	Monthly COGNOS suspension reports and records of activities provided to students as incentives.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12 Discipline	Project RISE	Selected faculty	11/02/10	Walk-through to monitor use of strategies taught during the workshop	Leadership Team
Student Code of Conduct Policies and procedures	9-12 Discipline	Administrator	School wide	11/02/10	Review data for students who have been placed on outdoor and indoor suspension.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	Our goal for the 2010-2011 school year is to decrease the dropout rate by 0.5 percentage points and to increase the graduation rate by 2 percentage points.
2010 Current Dropout Rate: *	2011 Expected Dropout Rate: *
2.78% (89)	2.28% (73)
2010 Current Graduation Rate: *	2011 Expected Graduation Rate: *
77.35% (625)	79.35 (641)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The dropout rate increased from 64 students dropping out during the 2008-09 school year to 89 students dropping out in the 2009-10 school year. Economic issues have forced students to drop-out.	Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs and enroll the students in night school or virtual school.	Administrative Team Student Services Department Chair RtI Team	Monitor Enrollment Log tracking at-risk students registering for alternative programs	Enrollment Log
	The graduation rate remained stagnant at 77.35% during the 2008-09 and 2009-10 school year. Parents	Provide parent meetings to inform parents of the graduation requirements and the available resources discussing	Administrative Team Student Services Department Chair	Monitor parent Sign-in Roster and contact parents that did not attend.	Sign-In Roster/Parent-Contact Log

2	are unfamiliar with graduation requirements.	graduation requirements to ensure students receive the proper support. Within the SPED department (EBD) involve parents in the incentive period.	Guidance Counselor SPED Department Chair RtI Team		
---	--	---	---	--	--

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 9-12	Guidance Counselor	School Wide	August 2010	Monitor parent Sign-in Roster and contact parents that did not attend	Guidance Counselor

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	

Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2009-2010 school year parent involvement was at 27% (916) based on logs kept for school events. Parent involvement will increase by 1 percentage point.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
27% (916)	28% (1001)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent's/Guardians work schedule and impending financial crisis and lack of transportation.	Offer meeting before and after school in order to meet the needs of all parents	Parent Liaison (Title I) Assistant Principal	Collect Participation Data	Title I Administration Parental Involvement Monthly school report.
2	Parents/Guardians experience language barriers when accessing the school's website.	Assist in providing on-going communication in parent's home language of school events via newsletter, website, and CoNect Ed	Parent Liaison (Title I) Assistant Principal	Maintain activity notebook with flyers sent home and CoNect Ed messages.	. Parent attendance sign-in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
In-Service CLS Training	Title I	District Personnel	Parent Liaison	On-going	Attendance Log	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Before school, after school and Saturday Tutorials Programs	Title I	\$5,616.00
Reading		Before school, after school and Saturday Tutorials Programs	EESAC	\$5,000.00
Mathematics		Before school, after school and Saturday Tutorials	Title I	\$5,616.00
Mathematics		Before school, after school and Saturday Tutorials	EESAC	\$5,000.00
				Subtotal: \$21,232.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$21,232.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/1/2010 3:52:14 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used to pay hourly teachers to facilitate after-school and Saturday tutorial sessions prior to the 2011 FCAT administration.	\$10,000.00

Describe the activities of the School Advisory Council for the upcoming year

Review data to discuss the School Improvement Plan and address areas of strength and weaknesses in order to address all students' needs. Approve and monitor implementation of the SIP.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Dade School District MIAMI CORAL PARK SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	77%	76%	28%	226	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	75%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	68% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					476	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI CORAL PARK SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	70%	72%	31%	215	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	75%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	72% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					478	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI CORAL PARK SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	68%	80%	37%	224	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	70%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	65% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					458	
Percent Tested = 97%						Percent of eligible students tested

School Grade					C	Grade based on total points, adequate progress, and % of students tested
--------------	--	--	--	--	---	--