



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: NORTH MIAMI SENIOR HIGH SCHOOL

District Name: Dade

Principal: CARNELL A. WHITE

SAC Chair: MIKE AIME

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
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**Cheri Pierson Yecke,
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VISION/MISSION/BELIEF STATEMENTS

North Miami Senior High School's vision is to provide educational excellence for all. Our students will be successful, not only in their future academic endeavors, but more importantly, as well-rounded individuals. They will know that it is more effective to work for the benefit of the whole, and not the parts. They will understand each other's individuality, and contribute to each other's success. Furthermore, they will understand the impact on their decisions and take responsibility for those decisions. Students will value each other by treating their peers with fairness and equity, communicating with openness, trust, and respect. Through these beliefs, they will be empowered to realize their potential.

North Miami Senior High School's mission is to ensure that all of our students reach their academic potential by providing an integrated and challenging curriculum in a safe environment, empowering them to become productive and successful citizens of the twenty-first century.

SCHOOL PROFILE DEMOGRAPHICS

Facility and School Community

The North Miami Senior High School campus was built in 1951 and is located in the northeast section of Miami-Dade County, Florida. It is an International Baccalaureate (IB) Education Magnet school of approximately 2,745 students in grades nine through twelve of which 400 are enrolled in the IB Magnet Program. North Miami Senior High also serves as a special needs hurricane shelter and as a community school with over 2,500 young adults and adults seeking to improve their education in the evenings. Greater educational emphasis has been placed on the ethnically and culturally diverse North Miami community providing positive opportunities that impact student achievement and the educational process. The community school operates four evenings a week with programs that include high school equivalent courses, computer and fine arts and Graduate Equivalency Diploma (GED). Many of our students and their parents take advantage of the Adult Education Program.

While we are currently working on implementing the Secondary High School Reform initiatives a new high school is slated to open in 2009 which will take into consideration our focus on small learning communities. The school will include a state of the art auditorium, gymnasium, media center, computer labs and classrooms. The new facility will further support the implementation of career academies.

- The ethnic/racial composition of the school is 80 percent Black Non-Hispanic (the majority of Haitian descent), 16 percent Hispanic, 2 percent White Non-Hispanic, and 1 percent Asian/Indian/Multiracial.
- Population by grade level is 719-9th grade, 888-10th grade, 634-11th grade, and 528-12th grade. Student stability is low as evidenced by a mobility rate index of 36 percent.
- Of the projected enrollment, 66 percent are comprised of Basic Education, 20 percent Exceptional Education, 14 percent English Speakers of Other Languages (ESOL). Students and teachers face a range of challenges on a daily basis; a large percentage of students are recent immigrants to the United States and are just beginning to learn literacy skills. Many of the students come from single family homes in which they share with extended family members and/or multiple families.

Student Demographics

- The school's subgroups did not make adequate yearly progress according to No Child Left Behind (NCLB). Eighty-Three percent of ninth grade students and 85% percent of tenth grade students scored at level 1 or level 2 on the Reading section of the Florida Comprehensive Assessment Test (FCAT). On the Mathematics section of the FCAT, 67% of ninth grade students and 55% of tenth grade students scored at level 1 or level 2. Fifteen percent of the eleventh grade students scored at or above grade level on the FCAT Science Assessment.

Teacher Demographics

- Administrative Team includes: one principal, four assistant principals
- The faculty is comprised of one hundred and fifty full-time certified teachers, one Exceptional Education Program Specialist, one Behavior Management Specialist, two Media Specialists, one Social Worker, two Reading Coaches and six Counselors including Trust Counselor, Career Specialist and a CAP Advisor. Over 40% of the teachers have advanced degrees with an overall teaching experience of fourteen years. Three teachers have National Board Certification and four teachers are

currently seeking National Board Certification.

Class Size/Teacher-to-Student Ratio

- The teacher ratio is 1 to 25 and class size on the average is in compliance with the class size reduction initiative. Efforts are being made to increase student enrollment in honors and Advanced Placement courses.

Attendance Rate/Promotion/Graduation/Retention Rate

- Student attendance continues to be a challenge for high schools in Miami-Dade County. According to the 2006-2007 School Indicators Report, 21% of students attending North Miami Senior High school were absent more than 21 days during the 2006-2007 school year, as compared to the state's average of 15%.

- As indicated in trend data of the 2005-2006 school profile report: 16.3% of ninth grade students were not promoted with a 3.1% dropout rate; 16.5% tenth grade students were not promoted with a 3.4 dropout rate; 10.1% eleventh grade students were not promoted with a 3.8 dropout rate; 1.9% twelfth grade students were not promoted with a 2.0 dropout rate. Further analysis of data indicates an overall graduation rate of 51% as compared to the state's graduation average of 72%, and an overall dropout rate of 5% as compared to the state's dropout average of 3%.

Feeder Pattern

- North Miami Senior High is one of five high schools in the District's Regional Center II. It serves as a "feeder" high school for the following two middle and eight elementary schools: Thomas Jefferson Middle, North Miami Middle, Biscayne Gardens Elementary, William J. Bryan Elementary, Gratigny Elementary, Linda Lentin K-8 Center, Natural Bridge Elementary, Oak Grove Elementary and Hubert O. Sibley Elementary

Special Programs

- North Miami Senior High, along with its standard curriculum offers numerous Exceptional Education courses to include Emotionally Handicapped, severely Emotionally Handicapped, Varying Exceptionalities; an extensive LEP program which includes English for Speakers of other Languages and Bilingual Curriculum Content. Additionally, North Miami Senior High is an International Baccalaureate (IB) Magnet, Health and Science Medical Academy (HOSA), Junior Reserve Officers Training Corp (JROTC) and has one of the only First Responders Program (Firefighters) in Miami-Dade County Public School.

- The school is entering its first year of a Small Learning Communities Education Grant and is part of the Miami-Dade County Public School's Secondary School Reform as a Cohort II School. Each ninth grade student is assigned a team which consists of core teachers (language arts, mathematics, social studies and science). Team teachers will share common planning periods for the purpose of curriculum planning and facilitating positive parental communication. All students will have the opportunity to choose an interest-based academy as the school progresses towards the Career Academy Model at the end of the 2007-2008 school year. Participation in selected academies will provide students with an instructional program and experiences that is relevant to their postsecondary career.

Unique Aspects/Areas of Strengths and Weakness

- North Miami Senior High School staff and students are working continuously building on positive programs that currently exist: HOSA, First Responder Academy, Ninth Grade Transitional Academy, International Baccalaureate and other extracurricular activities.

- Reculturing and restructuring the school is the primary focal point for all stakeholders. Professional development will play a key role in the process of reculturing and restructuring. Besides professional development, emphasis will be geared towards improving attendance, increasing the graduation rate and most of all improving school-wide academic achievement. This will be accomplished by changing attitudes and changing instructional practices. The school grade dropped from a “D” to an “F” during the past school year validating the fact that we need to initiate a change. It is essential that we implement a plan to improve attendance, suspension rates, and student achievement. With the transition into an all-academy school, a structured curriculum and emphasis on performance based learning we will improve the quality of education at North Miami Senior High School.

School Community Partners

- North Miami Senior High School is establishing community partners that range in services from academic, counseling and Dade Partners. Currently, we have established partnership with Johnson-Wales University, Miami-Dade College, Barry University, Museum of Contemporary Art (MOCA) and Stay in School. As part of the High School Reform initiative, the business community is the driving force of career themed academies. Each academy will form its own Advisory Board that will assist the schools in aligning the academic efforts with the real world needs necessary for success. Community partners will provide mentorship programs, student internship and on the job training experiences.

Grant Awarded to the School

- Small Learning Community funded by the United States Department of Education.
- Art and Museum Grant funded by the United States Department of Education
- FCAT Enhancement Grant for tutoring
- Class Size Reduction Grant

SCHOOL MATCH

North Miami Senior High School will work in collaboration with Everglades Senior High School located in West Miramar, Florida. Everglades Senior High is a "C"; however the school has been a "B" in previous years.

North Miami Senior has a 99% Minority Rate for the 2006-2007 school year of which 51% is considered Economically Disadvantaged. Everglades Senior High School has a 78% Minority Rate for the 2006-2007 school year of which 15% is considered Economically Disadvantaged.

The principal and members of the leadership team of North Miami Senior High School will visit Everglades Senior High to meet and plan collaborative efforts for the school year. As a result of the collaboration with Everglades, North Miami Senior expects to:

- Build leadership and resources in developing career content programs.
- Strengthen the overall instructional program at North Miami Senior High.
- Observe the implementation of the Continuous Improvement Model.
- Improve cross curriculum planning and the development of Small Learning Communities.

QUALITY STAFF

Highly Qualified Administrators

Mr. Carnell A. White, Principal

Mr. White has over thirty years of experience with Miami-Dade County Public Schools. His lifelong pursuit has been educational excellence. In January of 1969 he graduated from Florida A&M University (FAMU) with a Bachelors of Science degree in political science. In December of 1974, Mr. White received the first of two of his Masters degrees from the University of Northern Colorado in curriculum and instruction. In the Spring of 1977, he was selected as a Rockefeller Foundation recipient and awarded a fellowship to the University of Miami School of Business. He graduated in June of 1978 with a Master of Business Administration degree. It was during the spring of his senior year at FAMU, while being recruited by several corporations; Mr. White met the late Dr. Johnny L. Jones who successfully recruited him for the Dade County School System. This "student first" oriented educator has contributed the past thirty plus years serving the needs of youth within the Miami-Dade County Public Schools. He began his career as a teacher of Social Studies at Redland Junior High School followed by years at Charles R. Drew Middle (Community School Director); Miami Northwestern Senior High (Assistant Principal); Howard McMillian Middle School (Assistant Principal); and Miami Edison Senior High School (Assistant Principal). Mr. White made history in Miami-Dade County as the first African American Principal, appointed to Miami Carol City Senior High in July of 1981, and Miami Coral Park in the Fall of 1987. His demonstrated administrative style and leadership resulted in his appointment as a Region Director in the summer of 1992. He has since served in the capacity of a Region Director in three of the district's six regions. Throughout his career, Mr. White continuously impacts those he encounters with a spirit of exuberance, integrity and proactivity. As current Principal of North Miami Senior High, he is a "die hard" supporter of educational excellence, a "stick with it" coach and team leader for all he supervises, and an unyielding champion" for the good of all children.

Mr. Gabrielle Salgado, Assistant Principal

Mr. Salgado received his Bachelor of Arts Degree in Education and Psychology in 1977. He continued his education perusing a Master of Arts and a Master of Education in 1984. Areas of certification include Guidance Counseling and Educational Leadership. Mr. Salgado has spent six years in administration here at North Miami Senior High School. To help student achievement at North Miami Senior High School, Mr. Salgado has worked on several fronts at once. First, he was involved in data gathering and analysis in terms of state and district assessment as well as biweekly school assessment. By supervising 11th and 12th grade level teachers, he has assisted in monitoring student progress and in implementing strategies to help students perform optimally. He has also been the administrator responsible for the ESOL and the IB departments. In relation to student achievement, student attendance and behavior patterns were also monitored by Mr. Salgado who has addressed problems in those areas. Mr. Salgado has also worked closely students' parents to increase their participation. Being fluent in both Haitian Creole and Spanish, he has been very helpful in reaching out to parents in community outreach programs and meetings. Mr. Salgado has also assisted in offering professional development programs for teachers. Finally, Mr. Salgado completed the Superintendent's Urban Principal Initiative in 2006, a program uniquely designed to assist school administrators to help students achieve.

Mr. Forrest Cutler, Assistant Principal

Mr. Cutler assistant is beginning his tenth year as an assistant principal. Gaining

experience in alternative education at C.O.P.E Center North Educational Center, Westview and, Doral middle schools. Mr Cutler is currently working at North Miami Senior High School going into his third year at North Miami Senior. As an educator/teacher his experiences range from teaching physical education at the elementary level and at Coral Park Senior High School where he taught team sports 1 & 2, Fitness Life Styles, and Personal Fitness while coaching girl's softball after working hours. Endorsed to teach driver's education, and maintain certification for educational leadership. Forrest acquired his formal education beyond a Bachelor degree in Physical Education from Nova Southern University, where he earned a Master degree in Physical Education and an Educational Specialist degree in educational leadership. Mr. Cutler also became endorsed to teach driver's education at Florida Atlantic University. Forrest's experience and background as a teacher/administrator will provide quality leadership, support and assistance in moving students towards quality scores that will reflect and improve the school's letter from an "F" to "C" or better. To obtain our goal it will take great efforts on behalf of teachers, students, parents and administrators. Students must be in attendance, on time and present while students must be in alignment with the code of student conduct and parental support.

Ms. Annette Burks, Assistant Principal

Ms. Burks completed her undergraduate studies with honors at Florida State University receiving a Bachelor of Science Degree in Early Childhood Education and a minor in English. Ms. Burks continued her post-graduate studies at Florida International University where she received a Master of Science Degree in Reading and a certification in Educational Leadership. Ms. Burks has served Miami-Dade County and its students for the past twenty years. Her career started as a sixth grade English teacher in the students-at-risk program at Miami Edison Middle School. During the ten years at Miami Edison she served as Team Leader and Department Chairperson. Later, Ms. Burks transferred to Booker T. Washington Middle and Jose De Diego Middle. She was devoted to implementing the middle school concept and team building, serving as department chairperson and reading coach. This experience allowed her to reach out to low-performing students, struggling with reading and writing skills. Ms. Burks made a transition from middle school to senior high school as a reading leader. This move proved positive, in that it allowed her to facilitate the middle school concept of teambuilding and interdisciplinary units with high school teachers. As an administrator, Ms. Burks has been instrumental in implementing several academic programs and district/school initiatives to increase student achievement such as the Comprehensive Reading Plan, Continuous Improvement Model (CIM), FCAT Instructional Plan, Saturday Academy, process writing, and has facilitated numerous professional development activities for content area and elective teachers to support the Sunshine State Standards.

Ms. Nydia Ashby, Assistant Principal

Ms. Nidia Ashby is a second year Assistant Principal. Ms. Ashby is currently the administrator over the Special Education and Vocational Department. Prior to her arrival, Ms. Ashby taught at Miami Edison Middle School from 1999-2006 as a Varying Exceptionalities teacher. During her years as a teacher, she served in various leadership capacities. Some of those leaderships consists of; Child Study Team Coordinator, ESE Department Chairperson, Program Specialist, and Teacher Leader for The Superintendent Urban Initiative Program (SUPI). She has served in various committees such as EESAC, Professional Growth Team, SPEP, and Curriculum

Leadership Team. She has implemented improvement activities and initiatives that include pull out FCAT tutorials, facilitated numerous staff developments focusing on Inclusion and FCAT data analysis. Thus, being a first year administrator, Ms. Ashby had the opportunity to be one of the administrators of North Miami Senior High School for Passport Exploration 2007. She facilitated summer services and worked diligently with the APC in developing and creating the master schedule. Prior to Ms. Ashby's employment with the Miami-Dade County Public School System, she attended Barry University , earning a Bachelor of Science degree in Varying Exceptionalities in May 1999, graduating Suma Cum Lade, a Master's degree in Educational Leadership from St. Thomas University in May 2005, graduating Suma Cum Lade. Ms. Ashby continues to grow professionally by enrolling in professional development courses from various institutions and from the District. Her future educational goals include enrolling in a doctoral program.

Recruitment/Retention of Highly Qualified Teachers

North Miami Senior High School contacts Schools of Education of local universities and attends teacher recruitment fairs. Peer recruitment is also done. Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resources and professional development.

The teacher mentoring program of North Miami Senior High School follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers attend a series of on-site and district orientation programs to familiarize them with the programs and procedures of Miami-Dade County Public Schools. The school administration meets with the new teachers on a regular basis including teacher workdays. The department heads guide the new teachers to ensure that they understand their teaching assignments, the electronic grade book, and implement effective classroom management strategies. Annual contract teachers are assigned a professional growth team and an individual mentor to guide and support them through their first professional year. The school administration provides educational leadership to all teachers and provides professional development workshops tailored to strengthen teachers' educational delivery and to increase student achievement. In addition, new teachers meet monthly with National Board Certified Teachers to discuss issues of concern.

CRP #7-Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

North Miami Senior High School uses the Eight Step Continuous Improvement Model to improve student achievement. The model is based on best practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups and supports data driven decision- making.

The eight step process accomplishes desegregating data, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring in a cycle of Plan-Do-Study-Act. The Eight Step Continuous Improvement Model incorporates the Malcolm Baldrige Core Values adopted by Miami-Dade County Public School Board of:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff and Partners
- Agility
- Focus on the Future
- Managing for Innovation
- Management by Fact
- Social Responsibility
- Focus on Results and Creating Value
- Systems Perspective

8 Steps of the Continuous Improvement Model (CIM)

- Disaggregate Test Data.

The Literacy-Leadership Team analyzed data (FCAT SSS, FCAT NRT, Chapter and Unit Assessment, and additional academic data sources) to monitor trends in each core subject area, grade level and sub-population. Teachers will be trained in analyzing data and using data for lesson planning and progress monitoring.

- Develop an instructional timeline.

A monthly, grade level timeline will be developed and provided to all teachers. The timeline will encompass all tested benchmarks and aligned to the District Pacing Guides.

- Deliver the instructional focus.

From the desegregation of the data, an instructional focus was developed emphasizing monthly target for instruction. Teachers will lesson plan based on the target Sunshine State benchmarks and student data.

- Administer frequent assessments.

After the skills have been taught, assessment (chapter tests, bi-weekly, and District assessments) results will determine enrichment or re-teaching using different instructional approaches. Teachers will discuss progress with students through test chats during class.

- Use tutorials to re-teach non-mastered target areas.

Administrators, reading coaches and teachers will be involved in monitoring tutorial programs. The tutorials will refocus abilities to master the skills of the benchmarks. Teachers will be provided feedback on students participating in tutorial programs.

- Reinforce learning through maintenance.

There will be formal and informal reviews with teachers scheduled throughout the school year. Teachers will be provided with the necessary resources and will be encouraged to share ideas with their colleagues.

- Monitor progress.

Administrators and designees will make informal classroom visits, schedule individual meetings with teachers, grade level teams, parents and students. Administration will also be a part of grade level, departmental, and team meetings.

- Reinforce learning through maintenance.

There will be a formal review of skills. Teachers will be provided with the necessary resources. They will be encouraged to share ideas with their colleagues.

- Monitor progress.

Administrators and teachers will make informal classroom visits. Administration will also be a part of grade level, departmental, and team meetings.

Communication with Parents

In compliance with North Miami Senior High School's core values of being client-based and service-oriented, every effort is made to address parents and partners in student's education in the language in which they are most comfortable. Because our parent population is predominantly Haitian Creole, all written communication with families is composed in English and Creole. Telephone messages to the homes are recorded in English and Creole. Additionally, counselors initiate personal parent contact in the student's home language.

Staff from the Office of Parental Involvement, the Office of Community Services and The Parent Academy, provide information to the school about courses offered to meet the needs of the community. The District held grade level Parent Night meetings that were successful and plans to continue various types of parent informational meetings have been discussed. In addition, North Miami Senior High will invite parents to participate in several activities during the school year. Activities will include but not be limited to:

- Open House
- PTA/PTSA
- EESAC
- Parent-Senior Night
- FCAT Information Meetings
- Ninth Grade Team Building Workshops
- Parent Teacher Conferences
- Math and Science Fair

Pre-School Transition

N/A

Teacher Mentoring

North Miami Senior High School's teacher Mentoring Program follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers are scheduled to participate in a series of on-site and district orientation programs to familiarize them with the policies and procedures of Miami-Dade County Public Schools. Assistance is provided to any teachers in need of improvement by a Professional Growth Team (PGT) and/or the administration. With an assigned assistant principal overseeing the process, all new teachers are assigned a Professional Growth Team comprised of members that are mutually agreed upon by the new teacher and the administration. New teachers are scheduled to meet with their mentoring teacher(s) to discuss lesson planning, best practices, student achievement, effective classroom management and any other necessary support the new teacher is in need of. Teachers participating in this process benefit from this collaborative efforts to learn from each other. The goal of the mentoring program is to have 100% of all new teachers experience a successful year and return the following school year.

Ongoing professional development will be provided to The Leadership Team and teachers throughout the school year. Teachers will complete individual Professional Development Plans which will be aligned to the school's Professional development Plan. New teachers will be provided support through the District's initiatives New Educators Support Team (NEST) and Mentoring and Induction for New Teachers (MINT).

*All new 2007-2008 teachers will be assigned a mentor teacher at the beginning of the school year.

CRP #3-Professional Development Section

Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. . These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed,

within the staff.

Extended Learning Opportunities

Students that scored Level 1 or Level 2 on the 2007 FCAT Reading and/or Mathematics student will be identified and placed in a before school, after-school or Saturday tutorial program based on their individual need(s) using Reading Plus, FCAT Explorer and FCAT supplementary materials. Science workshops will be provided to all 11th grade students as well as a Writing Camp (Operation Write Now!) designed to enhance FCAT Writing for 10th grade students. Students that actively participate in extended day learning opportunities will improve their academic skills and demonstrate an increase in learning gains on the 2008 FCAT.

List of Extended Learning Programs Offered to Students:

Before and After- School Tutoring (Early Bird Delight and Afternoon Delight)

Saturday Academy Tutoring

FCAT Enhancement through Adult Education

Lunch Bunch Tutoring (Media Center)

CRP#8-High School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency, vocabulary and/or comprehension; the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-CDPS system including 5000 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential element of reading (phonemic awareness, phonics, fluency, and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

The professional development activities provided are selected CRISS strategies, Continuous Improvement Model (CIM) to include Data Analysis, Edusoft, Student Performance Indicators (SPI) and Best Practices to improve student achievement.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Use of student data is conducted by the development of the School-wide Instructional Focus Calendar and Common Subject Area/Grade Level Lesson Planning. Additionally, administration of Bi-weekly Assessments, District Interim Assessments, Tutorial Programs and sharing of Best Practices will be used as instruments to progress monitor.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Ongoing informal assessments are Teacher Assessments, Bi-weekly In-house Assessments, class and home-learning assignments/activities and teacher observations. Formal assessment will include District Interim Assessments administration of the 2008 Florida Comprehensive Assessment Test.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Implementation of the following alternative instructional delivery methods will consist of: Teaching to all learning styles, Differentiated Instruction, Computer-based Instruction, Pull-out sessions, Peer Teaching, Peer Tutoring, and Cooperative Learning Groups.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

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

Applied and Integrated Courses

Academic and Career Planning

Different Innovative Approaches to Instruction- Special Programs

Responsibility of Teaching Reading for Every Teacher- Mentoring Action Plan for teachers, Reading Strategies

Quality Professional Development for Teachers and Leaders-
Professional Development in Reading, Mathematics, Writing, and Science

Small Learning Communities (SLC)-
Special Programs, Unique Aspects of Strengths and Areas of Concern, Grants Awarded to School,
School Community Partners, Extended learning Communities

Intensive Intervention in Reading and Mathematics-
Student Achievement, Continuous , Extended Learning Opportunities, Reading and Mathematics
(Objectives and Strategies)

Course Choice Based on Student Goals / Interests / Talent -
Extended learning Communities, School Community Partners, School Community Partners

Master Schedules Based on Student Needs-
Reading, Writing and Science, Mathematics (Objectives and Strategies)

Parental Access and Support-
Continuous eSchool Community Partners

Applied and Integrated Courses-
Special Programs, Professional Development, (Objectives and Strategies)

Academic and Career Planning -
Extended learning Communities, Special Programs, School Community Partners, Professional
Development

GOALS

Goal:	Reading
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Needs Assessment An analysis of the data form the 2007 FCAT Reading Assessment reveals that 59% of grade nine and 66% of grade ten students are not meeting high standards. More specifically, the mean score for grade nine is 308, an increase by two mean scale points when compared to the results of the previous year. The mean score for grade ten students is 300, an increase of two mean scale points when compared to the results of the previous year. Cluster analysis trends indicate that students in grades nine and ten were weakest in words and phrases and reference/research.

Objective Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by a minimum of 58% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades nine and ten will improve their reading skills as evidenced by a minimum of 58% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by a minimum of 58% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by a minimum of 58% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL), students in grades nine and ten will improve their reading skills as evidenced by a minimum of 58% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Strategies

- Utilize the Pioneer Instructional Focus Calendar to implement a selected CRISS Strategy and address literacy across the curriculum. Target skills will be assessed bi-weekly using Edusoft to score and disaggregate the data. Reading Coach and teachers will collaborate to review data and align instruction as needed.
- Implement Continuous Improvement Model (CIM) school-wide by applying

the data collected to assist classroom teachers in providing for differentiated instruction, progress monitoring assessment, and remediation of skills not mastered.

- Establish and maintain Intensive Reading classes for all students scoring at Achievement Level 1 and Level 2 on the FCAT for additional reading instruction and support. Students enrolled in Intensive reading will be homogenously grouped in English with a different highly qualified teacher. Classes will include whole class instruction, Guided Reading, Effective Writing using sentence and paragraph frames, working with Words and Independent Reading.
- Schedule all ninth grade students into teams, including Limited English Proficient and Student with Disabilities. Teams will initiate thematic units and interdisciplinary instruction. Reading coach will plan with all teams to assure implementation of reading across the curriculum.
- Schedule (100%) all standard diploma ninth and tenth grade Students with Disabilities into inclusion classes, providing modifications and additional support using the co-teaching and consultative inclusion models.
- Support the CORE Literacy Program, utilizing the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to facilitate the implementation of the school-wide Instructional Focus Calendar.
- Infuse technology into instructional delivery using research-based programs such as Reading Plus, FCAT Explorer and Kid Biz.
- Implement after-school collaboration, discussion, reflection and examination for teachers who share common students. During these practices, success of instruction should lead to modification of instruction, identifying needs for professional development, and sharing best practices.
- Assign Reading Coaches to grade levels to model strategies across the curriculum and assure the infusion of assessed reading benchmarks.
- Administer bi-weekly assessments aligned to the Sunshine State Standards assessed benchmarks using Edusoft to score and disaggregate data reports to monitor school-wide efforts. Data will be shared with staff members during leadership team meetings, faculty meetings, collaborative subject area meetings and EESAC meetings.
- Schedule all eleventh and twelfth grade retakes in an Intensive Reading class. Progress monitoring will be ongoing by the teacher, reading coach and administration.
- Schedule students in the lowest quartile in need of assistance in a Language! Program to include: phonemic awareness, phonics, fluency, vocabulary and comprehension in Intensive Reading Plus. Students will receive English and

Reading instruction from a highly qualified teacher. This class will include Students with Disabilities and selected Limited English Proficient students. Progress monitoring will be ongoing by the teacher, reading coach and administration.

- Schedule all Limited English Proficient students into a developmental language class in addition to their regular English class. The reading coaches will model Strategies to address all learning styles.

- Provide extended learning opportunities targeted at students specific needs as determined by diagnostic assessment data through tutorial programs for reading that include before and after school and Saturday Academy.

Evaluation District Interim Assessments and school-wide bi-weekly reading assessments will be used for progress monitoring. Data from Reading Plus Program, FCAT Explorer, Florida Oral Reading Fluency (FORF), will be used to redirect classroom instruction and provide information for tutorial program. Final evaluation will be based on the 2008 FCAT Reading Assessment Data.

Research-based Programs Continuous Improvement Model (CIM)
Reading PLUS
FCAT Explorer
The Florida Reading Initiatives
Holt Rinehart Winston Elements of Literature
Language!

Professional Development Differentiated Instruction
Continuous Improvement Model (CIM)
CRISS Strategies
FCAT Explorer
Reading Plus
CORE Reading
Professional Learning Communities
Tools for Success(grade 9th)
Reading Endorsement for teachers teaching Intensive reading courses
Family Involvement
Classroom Management

Highly Qualified Instructors Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resources, professional development and team building activities.

Please refer to Staff List located in Quality Staff.
Professional development activities in all areas of curriculum and instructional

support are available through the district and listed on the Professional Development Calendar. Administrators, teachers and paraprofessionals are encouraged to participate in any learning activities that will enhance their professional growth and lead to certification or proficiency in instructional areas.

Professional Development courses are offered throughout the district at various times and locations.

Computer-based classes are also available.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Miami Herald and Supplementary Materials	School Budget/ EESAC	300
Technology	Reading Plus Update	District/Region Provided	0
Professional Development	CRISS, CRISS Refresher, CIM, Edusoft, Best Teaching Practices, Reciprocal Teaching, Components of Reading, Inclusion Model, Technology for Instruction Enhancement, Reading Coach	Secondary School Reform	26000
Other	After-School Tutorials, Media Center, Classroom Library	FCAT Enhancement	30000
Total:			\$56,300.00

Goal:	Mathematics
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Needs Assessment An analysis of the data from the 2007 FCAT Mathematics Assessment reveals that 60% of grade nine and 65% of grade ten students are not meeting high standards in mathematics. More specifically, the mean score for grade nine is 302, which shows no increase from the previous year. The mean score for grade ten students is 323, which decreased of one mean scale points when compared to the results of the previous year. A detailed analysis of the mathematics scores revealed that students in grades nine and ten need additional help in measurement and algebraic thinking.

Objective Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 62% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 62% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students With Disabilities (SWD) in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 62% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 62% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students with English Language Learners (ELL) in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 62% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Strategies

- Utilize the Pioneer Instructional Focus Calendar to implement a selected CRISS Strategy and address math literacy across the curriculum. Target skills will be assessed bi-weekly using Edusoft to score and disaggregate the data. Mathematics Department Chairperson, leadership team and teachers will collaborate to review data and align instruction as needed.

- Implement Continuous Improvement Model (CIM) school-wide by applying the data collected to assist classroom teachers in providing for differentiated instruction, progress monitoring assessment, and remediation of strands not mastered.
- Schedule Intensive Math classes for all students scoring at Achievement Level 1 and Level 2 on the FCAT for additional instruction and support.
- Implement the use of District Pacing Guides by providing teachers with a roadmap for the year. Pacing Guides will assist teachers in developing algebraic and geometric concepts. Mathematics teachers will meet by subject area to prepare lessons and discuss strategies and monitor pacing and school-wide compliance.
- Utilize departmental meetings for collaboration, discussion, reflection and examination for teachers who share common students. During these practices, success of instruction should lead to modification of instruction, identifying needs for professional development, and sharing best practices.
- Utilize computer-assisted instruction such as FCAT Explorer and Gizmos to improve mathematics performance in grades nine through twelve.
- Implement a Mathematics and Science Fair Night to inform parents of useful instructional strategies that can be used at home and to inform them about FCAT.
- Schedule (100%) all standard diploma ninth and tenth grade Students with Disabilities into inclusion classes, providing modifications and additional support using the co-teaching and consultative inclusion models.
- Provide extended learning opportunities targeted at students specific needs as determined by diagnostic assessment data through tutorial programs for reading that include before and after school and Saturday Academy.

Evaluation

District Mathematics Interim Assessments and school-wide bi-weekly mathematics assessments will be used for progress monitoring. Data from Gizmo and FCAT Explorer will be used to redirect classroom instruction and provide information for tutorial programs. Final evaluation will be based on the 2008 FCAT Mathematics Assessment Data.

Research-based Programs

Continuous Improvement Model (CIM)

Applications and Concepts by Glencoe

CRISS

Professional Development

FCAT Explorer,
 CRISS
 CRISS Refresher
 Mathematics Literature Connections
 Differentiated Instruction
 Continuous Improvement Model (CIM)
 Professional Learning Communities
 Family Involvement
 Classroom Management
 GIZMOS

Highly Qualified Instructors

Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resource professional development and team building activities.

Please refer to Staff List located in Quality Staff.

Professional development activities in all areas of curriculum and instructional support are available through the district and listed on the Professional Development Calendar. Administrators, teachers and paraprofessionals are encouraged to participate in any learning activities that will enhance their professional growth and lead to certification or proficiency in instructional areas.

Professional Development courses are offered throughout the district at various times and locations.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Supplementary materials from state- adopted textbook	District Provided	0
Technology	FCAT Explorer	State Provided	0
Professional Development	CIM, CRISS Strategies and Refresher, Using Manipulatives, Best Practices, Data Analysis, Mathematics Literature Connections, Edusoft, GIZMOS	Secondary School Reform	26000
Other	After School Tutorials	FCAT Enhancement	30000
Total:			\$56,000.00

Goal:	Writing
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Needs Assessment The results of the 2007 FCAT Writing Test indicate that 68% of tenth grade students scored 3.5 and above on the essay. Further analysis of the assessment of student writing trends on the state assessment show little growth over the last four years. A detailed analysis of the writing scores revealed that students in grade ten were weakest in persuasive writing.

Objective Given instruction focused on the Sunshine State Standards, all students in grade ten will increase their writing skills as evidenced by a 69% of students achieving high standards on the 2008 administration of the FCAT Writing+ Assessment.

Strategies

- Schedule tenth grade students in a Creative Writing class to foster their imaginations and enhance their writing skills.
- Develop a Leadership Team to communicate and assess writing data in grade nine and ten. The team will be comprised of administrators, teachers and support staff.
- Provide inclusion support to SWD who require more intensive writing support. The inclusion model will be provided by an ESE Collaborative Consultative Instructor, as delineated in student Individualized Education Plans (IEPs).
- Implement career portfolios in all ninth grade transitional classes.
- Administer the District's Pre and Post-Tests of expository and persuasive writing prompts, in which, the analyzed data will be used as a guideline to establish differentiated instruction groups.
- Include Writing Across the Curriculum as part of the monthly Instructional Focus Calendar, utilizing CRISS strategies to infuse writing in all content areas.
- Schedule (100%) all standard diploma ninth and tenth grade Students with Disabilities into inclusion classes, providing modifications and additional support using the co-teaching and consultative inclusion models.
- Provide extended learning opportunities through writing tutorials for tenth grade students. Tutoring sessions are offered after school and on Saturdays.

Evaluation District Pre-Post Writing Assessments and school-wide monthly writing assessments will be used for progress monitoring. The final evaluation will be 2008 FCAT Writing+ Assessment.

Research-based Programs Continuous Improvement Model (CIM)

Holt Rinehart Winston

CRISS

Six Traits of Writing Program

Professional Development Continuous Improvement Model (CIM)

CRISS

CRISS Refresher

Six Traits of Writing

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	State-adopted supplementary material	School Provided	0
Technology	N/A	N/A	0
Professional Development	CIM, CRISS Strategies and Refresher, Six Traits of Writing, Holistic Scoring	Secondary School Reform	1000
Other	FCAT Writing Tutorial Program	FCAT Enhancement	1300
Total:			\$2,300.00

Goal:	Science
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Needs Assessment The results of the 2007 FCAT Science Test indicate that 85% of the students in grade eleven did not meet high standards. A detailed analysis of the science scores revealed that students in grade eleven were weakest in Earth and Space Science.

Objective Given instruction focused on the Sunshine State Standards, students in grade eleventh will improve their science skills as evidenced by 39% scoring at or above Level 3 on the 2008 administration of the FCAT Science Assessment.

Strategies

- Utilize the Pioneer Instructional Focus Calendar to implement a selected CRISS Strategy and address literacy across the curriculum. Target skills will be assessed bi-weekly using Edusoft to score and disaggregate the data. Science Department Chairperson and teachers will collaborate to review data and align instruction as needed.
- Implement Continuous Improvement Model (CIM) school-wide, apply the data collected to assist classroom teachers in providing for differentiated instruction, progress monitoring assessment and remediation of skills not mastered.
- Implement the Districts' Secondary Science Pacing Guide as a curriculum map that integrates Physical Science, Biology, and Earth Space curriculums with Scientific Thinking. They will serve as a guide to help teachers develop scientific concepts.
- Monitor students progress through lesson plans, school-wide monthly benchmark assessments, and District assessments aligned with the Sunshine State Standards benchmarks.
- Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem-solving strategies) utilizing project-based software to provide all students with an inquiry-based scientific approach which employs all the elements of the scientific method to further the development of science process skills.
- Enroll all eleventh grade students in science classes that incorporate science laboratory activities each week. Weekly laboratories will include hands-on activities using inquiry-based activities.
- Utilize science fair research projects for students in Earth/Space Science, Biology, and Physical Science.
- Provide extended learning opportunities through science tutorials for eleventh grade students. Tutoring sessions are offered after school and on Saturdays.

- Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology to solving real life problems.
- Utilize FCAT Science start-up activities for all eleventh grade students.
- Schedule (100%) all standard diploma ninth and tenth grade Students with Disabilities into inclusion classes, providing modifications and additional support using the co-teaching and consultative inclusion models

Evaluation District Interim Assessments and school-wide bi-weekly assessments will be used for progress monitoring. Data from Gizmo, FCAT Explorer, will be used to redirect classroom instruction and provide information for tutorial program and The 2008 FCAT Mathematics Assessment Data.

Research-based Programs Continuous Improvement Model (CIM)
 Science Voyager by Glencoe
 CRISS
 State-Adopted Textbooks

Professional Development Continuous Improvement Model (CIM)
 CRISS
 CRISS Refresher
 Family Involvement
 Classroom Management
 GIZMOS

Highly Qualified Instructors North Miami Senior High School contacts Schools of Education of local universities and attends teacher recruitment fairs. Peer recruitment is also done. Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resources and professional development.

Please refer to Staff List located in Quality Staff.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Supplementary materials from state-adopted textbook	School/District Provided	0
Technology	GIZMO	School Budget/EESAC	3000
Professional Development	CIM, Data Analysis, Best Practices, SEEMA, Using Science Pacing Guide, CRISS Strategies and Refresher, GIZMO	Secondary School Reform	26000
Other	SEEMA	District Provided	0
Total:			\$29,000.00

Goal:	Parental Involvement
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Needs Assessment Data from the Year-End Progress on School Improvement Plan Objectives for 2006-2007 indicate that there is a need to increase parental involvement. The level of parental involvement of low performing students in reading and mathematics needs to be a major focus to increase student academic achievement. The lack of participation and support is due to several factors, such as single- parent homes, non-parental guardianship, non-English Speakers, different cultural norms, foster care, low economic status, and lack of transportation. The 2006-2007 School Climate Survey also showed that 59 percent of parents strongly agree or agree that their child was receiving a good education, 17% were undecided and 24% disagreed or strongly disagreed. There is a need to increase communication between home, school and the community. Efforts must continue to assist parents in becoming a part of the school and involving them in school related activities.

Objective Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, there will be a 5% increase in the level of parental participation of students as evidenced by sign-in sheets, logs, and documentation in comparison to 2006-2007 school year.

Strategies

- Host EESAC meetings on Saturdays to provide increased parental representation.
- Increase communication in three languages (English, Creole and Spanish) in regards to school related activities. Maintain logs of for each activity.
- Utilize the Connect-Ed system regularly to communicate school information and activities in different languages.
- Hold a ninth grade orientation –prior to the opening of school, for parents and students to tour the school, obtain information about the high school, meet team teachers, counselors and administrators.
- Provide parents with information regarding the school’s “Parent Resource Center” and the Districts Parent Academy classes.
- Invite parents to assist in planning and participating in mathematics and Science Fair.
- Assist student learning by providing parents with strategies to play an integral role in the academic achievement of students.
- Conduct on campus workshops for: strategies to support FCAT reading, mathematics, writing and science efforts.

Evaluation	Data from the Year-End Progress on School Improvement Plan Objectives for 2007 -2008, School Climate Survey 2007-2008.
Research-based Programs	National PTSA Standards for parental Involvement National Parent teacher Student Association
Professional Development	Sensitivity and Safe School Training for faculty/staff Parent Academy courses Monthly EESAC meetings Monthly PTSA meetings FCAT Chats for parents in reading, mathematics, writing and science.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Parenting Magazines, CRISS for Parents pamphlets	School Budget	0
Technology	N/A	N/A	0
Professional Development	Parent Workshops, Sensitivity and Safe School Training for Faculty/Staff Instructional Support Materials, CRISS for Parents	School Budget	0
Other	School Social Worker, Parent Resource Center	School Budget	0
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment The most recent data from the FLDOE indicate that in 2005, North Miami Senior High School ranked at the 47th percentile on the State of Florida ROI index.

Objective North Miami Senior High School will improve its ranking on the State of Florida ROI index publication from the 47th percentile in 2005 to the 48st percentile on the next publication of the index.

Strategies

- Continue to provide high quality teacher professional development and monitor the process.
- Provide strategies for parents to assist their children with academic achievement.
- Become more informed about the use of financial resources in relation to school programs.
- Utilize District and Region in-service training.
- Continue to identify the lowest 25% students in Reading and mathematics early and provide extended learning opportunities.
- Recruit community business for school/community partnership.

Evaluation On the next State of Florida ROI index publication, North Miami Senior High School will show progress toward reaching the 48th percentile.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Measures Being Taken to Comply with SAC RequirementThe SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school

SAC Involvement

The Educational School Advisory Council (EESAC) at North Miami Senior High school is an integral part of the growth and professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC assist in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The EESAC will focus on the following activities during the 2007-2008 school year: monthly meetings to discuss budget, staff development, instructional materials and curriculum, technology, staffing issues, student and support services, school safety and discipline, parental involvement and other matters of resources allocation.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Miami Herald and Supplementary Materials Mathematics: Supplementary materials from state- adopted textbook Writing: State-adopted supplementary material Science: Supplementary materials from state-adopted textbook Parental Involvement: Parenting Magazines, CRISS for Parents pamphlets	Reading: School Budget/ EESAC Available: \$300.00 Mathematics: District Provided Available: \$0.00 Writing: School Provided Available: \$0.00 Science: School/District Provided Available: \$0.00 Parental Involvement: School Budget Available: \$0.00	\$300.00
Technology	Reading: Reading Plus Update Mathematics: FCAT Explorer Writing: N/A Science: GIZMO Parental Involvement: N/A	Reading: District/Region Provided Available: \$0.00 Mathematics: State Provided Available: \$0.00 Writing: N/A Available: \$0.00 Science: School Budget/EESAC Available: \$3,000.00 Parental Involvement: N/A Available: \$0.00	\$3,000.00
Professional Development		Reading: Secondary School Reform Available: \$26,000.00 Mathematics: Secondary School Reform Available: \$26,000.00 Writing: Secondary School Reform Available: \$1,000.00 Science: Secondary School Reform Available: \$26,000.00 Parental Involvement: School Budget Available: \$0.00	\$79,000.00

	<p>Reading: CRISS, CRISS Refresher, CIM, Edusoft, Best Teaching Practices, Reciprocal Teaching, Components of Reading, Inclusion Model, Technology for Instruction Enhancement, Reading Coach Mathematics: CIM, CRISS Strategies and Refresher, Using Manipulatives, Best Practices, Data Analysis, Mathematics Literature Connections, Edusoft, GIZMOS Writing: CIM, CRISS Strategies and Refresher, Six Traits of Writing, Holistic Scoring Science: CIM, Data Analysis, Best Practices, SEEMA, Using Science Pacing Guide, CRISS Strategies and Refresher, GIZMO Parental Involvement: Parent Workshops, Sensitivity and Safe School Training for Faculty/Staff Instructional Support Materials, CRISS for Parents</p>		
Other	<p>Reading: After-School Tutorials, Media Center, Classroom Library Mathematics: After School Tutorials Writing: FCAT Writing Tutorial Program Science: SEEMA Parental Involvement: School Social Worker, Parent Resource Center</p>	<p>Reading: FCAT Enhancement Available: \$30,000.00 Mathematics: FCAT Enhancement Available: \$30,000.00 Writing: FCAT Enhancement Available: \$1,300.00 Science: District Provided Available: \$0.00 Parental Involvement: School Budget Available: \$0.00</p>	\$61,300.00
		Total:	\$143,600.00

IMPLEMENTATION EVALUATION

The School Improvement Plan will be monitored by EESAC on a regular basis and will have a formal mid-year review at the Regional Center. Changes will be made, as warranted.

Members

Signature

- 1) Carnell A. White , Principal
- 2) Mike Aime , SAC Chair
- 3) Audrey Golaub , Teacher
- 4) Robert Baglos , Teacher
- 5) Annette Burks , Assistant Principal
- 6) Faye Bridges , Parent
- 7) Joan Lewis , Union Steward
- 8) Thelma Ferguson , School Support Personnel
- 9) Patricia Lewis , Teacher
- 10) Susie Eaterling , Parent
- 11) Claude Rivette , Teacher
- 12) Martha Porro , Parent
- 13) Sabine Auguste , School Support Personnel
- 14) Ariana Sherry , Student
- 15) Emilo Collyer , Student
- 16) Nachele Williams , Parent
