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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 7381 - Miami Norland Senior High School

*FeederPattern:* Miami Norland Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Gale Cunningham

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Miami Norland Senior High School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami Norland Senior High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Data collected from Miami Norland Senior High School indicates that as students transition from one level to another, academic achievement scores decrease. As a response to this data, Miami Norland Senior High School will begin a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will foster a smooth transition for students as they enter senior high school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of senior high school.

Students at Miami Norland Senior High School will participate in a Career Fair, which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school and their choice of careers.

Students in grades nine to twelve will be required to produce an annual comprehensive project that will bring concrete purpose and meaning to a wide range of content areas. Student research projects will further prepare them for life beyond the secondary school experience by requiring independent research, planning, writing, and presentation. Research projects will be required of each Miami Norland Senior High School student as part of a promotional activity to be completed and presented at the end of the school year.

Miami Norland Senior High School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Miami Norland Senior High School.

Miami Norland Senior High School provides a comprehensive educational experience enabling all students to become productive life long learners, critical thinkers, effective problem-solvers, and technologically astute citizens who will contribute positively to the global community.

The mission of Miami Norland Senior High School is to provide a quality experience that will educate students to fulfill their roles as responsible, productive citizens who respect individuality, cultural differences, and realize their potential as life-long learners.

The vision of Miami Norland Senior High School is to endeavor to be the exemplar for academic, social, and cultural values for the greater Miami Norland community. We strive to facilitate the embrace of ever-higher academic achievement, the joy of cultural diversity, and the importance of social responsibility and conscience among the students and staff; we envision a community where these beliefs and values will be supported and embraced by all of our stakeholders. The realization of this vision will be a future where our students will make positive local, national, and global contributions through the internalization and actualization of lifelong academic, social, and emotional development and welfare.

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades 9 -10 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Free and Reduced Lunch students in grades 9 -12 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students in grades 9 -12 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards(SSS),Students with Disabilities in grades 9-12 will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their mathematics skills, as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards (SSS), Black students in grades 9 thru 12 will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 thru 12 will improve their mathematics skills, as evidenced by a minimum of 50 percent of students scoring at or above Achievement LLevel 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Free and Reduced Lunch students in grades 9 thru 12 will improve their mathematics skills, as will be evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 thru 12 will improve their mathematics skills as will be evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 thru 12 will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills, as evidenced by 90 percent of students reaching the State mastery level of 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students will improve their mean scale score in science from 262 to a mean scale score equal to or above the District Level, as documented by the 2006 administration of the FCAT Science subtest.

Given a school-wide focus on increasing parental involvement to facilitate student achievement, parental involvement activities will be increased by 30% for the 2005- 2006 school year as documented by attendance rosters compared to 2004-2005 attendance rosters.

Given the emphasis on a safe and orderly environment, students' behavior will improve at Miami Norland Senior High as evidenced by a five percent decrease in the number of indoor/outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given the emphasis on the use of technology in education, administration will provide more computers during the 2005-2006 school year in order to improve the situation from 2004-2005. This initiative should provide 85 percent of all classrooms with an operable computer equipped with internet access.

Given the emphasis on health and physical fitness, 62 percent of the students tested will successfully pass five components of the FITNESSGRAM as evidenced by the 2005-2006 administration of the FITNESSGRAM Assessment.

Increase the number of career academies from two to five having all 9th and 10th grade students involved in one of the five academies.

Miami Norland Senior High School will improve its ranking on the State of Florida's ROI index publication from the 50th percentile in 2003 to the 75th percentile on the next publication of the State of

Florida ROI index.

Increase the number of students graduating Miami Norland Senior High School to 56 percent from 50 percent.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Miami Norland Senior High School**

### VISION

Create a community of life-long learners.

### MISSION

The mission of Miami Norland Senior High is to provide a quality experience that will educate students to fulfill their roles as responsible productive citizens, who respect individually and culturally differences and who realize their potential as life-long learners.

## CORE VALUES

We provide moral guidance and social development to encourage the establishment of exemplary citizenship.

### Excellence

We pursue the standards of academic achievement that will identify all we serve as organized and productive.

### Integrity

We establish positive collaborations that will identify us as purposeful and committed to honesty, respect and compassion.

### Equity

We foster relationships that recognize each of us as equal and valuable to society.

### Citizenship

We honor the diaspora of our community as we use its historical foundation to propel our commitment to our professional responsibilities to educate our students to become life-long learners.

## *School Demographics*

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Miami Norland Senior High School, taking its name from the community it serves, opened its doors in September 1958. The school is built on a 16.4 acre campus, located one half mile east of Dolphin Stadium. It can be socio-economically classified as lower-middle to middle class, with an average property assessment of \$90,000 to \$250,000. The student population is 2440 and is composed of 93.8% Black, 4.78% Hispanic, 0.8% White, 0.1% Asian and 0.14% Indian. In order to narrow the achievement gap, Miami Norland Senior High School's expanded curriculum has created academy models, offering students specialized courses based on their areas of career interest. Included in those classes are JROTC, Business Education and Technology, and two magnet programs: Children's Advocacy, Research, Education, and Services Magnet (C.A.R.E.S.), preparing students for careers in child services such as educators, child psychologists, family lawyers, social workers, and pediatricians; and, the Academy of Hospitality and Tourism Magnet (AOHT)), a career focus academy affiliated with the National Academy Foundation (NAF) that affords students the opportunity to explore a variety of careers in Florida's booming tourism industry, including hotel and restaurant management, entertainment, and sports. Students also have an opportunity to select from a variety of extra-curricular activities and athletics, encompassing more than forty clubs and organizations, and twenty varsity and junior varsity sports teams. In the area of curriculum, Miami Norland Senior High School encourages rigor, and offers challenging, high-powered core academic courses including honors, and advanced placement. The electives include anatomy and physiology, journalism, television and broadcasting, and web design. They provide a combination of academics and real world applications. Miami Norland is also proud of its unique dual enrollment program for exceptional education students (ESE), which takes the form of a collaborative endeavor between our site and post-secondary vocational training at Lindsey-Hopkins Technical Education Center, a vocational facility operating under the auspices of Miami-Dade County Public Schools. The impact of diversity among the students, staff and faculty of Miami Norland Senior High school is evident in the varied celebrations of culture that have become a part of the traditional school year. Much of the emphasis on the celebration of diversity as a source of inter-cultural strength is extended into the community as part of the facility are frequently utilized for related meetings and events. The school actively seeks to provide for the needs of the students, parents, and community within its boundaries. The faculty at Miami Norland Senior High School is predominantly Black; 54% of our teachers fall into this demographic group. The other demographic group representations are as follows: 33% White, 6% Indian, 8.2% Hispanic, and 1% Asian.



# *School Foundation*

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## ***Leadership:***

The survey reveals that our staff scored a 4.0 on a 5 point likert scale in terms of leadership. Therefore, our staff seems to be more than satisfied with the administrative leadership at our school. The administrative team sets direction for Miami Norland Sr., shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

## ***District Strategic Planning Alignment:***

The survey reveals that our staff scored a 3.6 on a 5 point likert scale in terms of strategic planning. Therefore, our staff indicates they are moderately involved in setting and developing goals for Miami Norland Sr.

## ***Stakeholder Engagement:***

The survey reveals that our staff scored a 4.0 on a 5 point likert scale in terms of stakeholder engagement. Students, parents, and community members are highly involved in helping our school to be successful. This involvement usually creates a satisfied customer, which is revealed by this survey.

## ***Faculty & Staff:***

The survey reveals that our staff scored a 3.7 on a 5 point likert scale in terms of human resources. Therefore, staff indicates there exist a moderate team approach in the functioning of the school and the school could involve the faculty a bit more.

## ***Data/Information/Knowledge Management:***

The survey reveals that our staff scored a 4.1 on a 5 point likert scale in terms of management. Therefore, the staff indicates there exist high utilization of data in order to develop a more effective learning environment.

## ***Education Design:***

The survey reveals that our staff scored a 4.1 on a 5 point likert scale in terms of education design. Therefore, the staff indicates a high acceptance of the processes that drive the function of the school.

## ***Performance Results:***

The survey reveals that our staff scored a 3.7 on a 5 point likert scale in terms of performance. Therefore, the staff indicates a lower acceptance of the results that come from the processes of the function of the school.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Students at Miami Norland Senior High school will improve reading skills and scores as measured by the 2006 administration of the Florida Comprehensive Assessment Test(FCAT).

### ***Needs Assessment***

Data derived from the 2005 administration of the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) Reading subtest cluster analysis indicated that students in grade nine at Miami Norland Senior High School weakest areas were reference/research, words/phrases, and main idea/author's purpose. The strongest areas are comparison/cause and effect. Students in grade 10 lowest scores occurred in main idea/author's purpose, reference research, and words/phrases. The strongest areas in grade ten were comparison/cause and effect. The lowest 25 percentile of the student population has shown continued progress in reading; however, the majority of the population is not moving consistently from Levels 1 and 2 to Level 3 or above, which generates a need to provide differentiated instruction across content areas and improve the daily instructional program for all students. The data further indicate that students acquire independent word learning strategies and participate in intentional word building activities, to attain grade level vocabulary, which will ultimately improve their performance in the cluster words/phrases. Additionally, students need to read extensively a variety of materials to improve critical thinking and comprehension strategies.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 9 and 10 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades 9 -10 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Free and Reduced Lunch students in grades 9 -12 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students in grades 9 -12 will improve their skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards(SSS),Students with Disabilities in grades 9-12 will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate best practices and effective learning CRISS strategies (Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notetaking, Graphic Organizers, and Capsule Vocabulary) in daily lesson plans linked to the tested benchmarks, the Competency-Based Curriculum, and the Sunshine State Standards(SSS).	Administration Reading Coach Curriculum Support Specialist	8/1/2005	5/24/2006
Implement reading intervention programs during the school day for Level 1 and 2 students using READ 180 and Read XL.	Administration Reading Coach Reading Teachers	08-01-05	05-24-06
Implement reading intervention programs (Reading Plus, Learning Express, Reading Counts, Accelerated Reader) during extended day, tutorials, and Saturday School.	Administration Reading Coach Reading Teachers	08-01-05	05-24-06
Administer bi-weekly; monthly, and district approved assessments to monitor students' progress in reading.	Administration Reading Teachers Reading Coach	08-01-05	05-24-06
Utilize Edu-Soft, a data management system, to	Administration Technology Liason	08-01-05	05-24-06

score assessments and generate disaggregated data to redirect reading instruction and establish flexible and tutorial groups.	Reading Teachers Reading Coach		
Utilize the Reading Coach, Department Chairpersons, School Improvement Zone and District Curriculum Support Specialists to implement the coaching model (planning with teachers, modeling a strategy, practice, and feedback) to support content areas and the core literacy program.	Administration Reading Coach Curriculum Support Specialist Department Chairpersons	08-01-05	05-24-06
Implement a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.	Administration Academy Lead Teachers Assistant Principal Counselors	08-01-05	05-24-06
Develop and utilize curriculum maps and instructional focus calendars from the District's Competency-Based Curriculum and the Sunshine State Standards (SSS) for all teachers at all grade levels.	Administration Reading Coach Reading Teachers Curriculum Support Specialist	08-01-05	05-24-06
Identify students in grades 9 and 10 who scored at FCAT levels 1 and 2 and schedule them in intensive reading classes.	Administration Reading Coach	08-01-05	05-24-06
Enroll students and monitor and evaluate attendance in Extended Day, After School Tutorials, Saturday School, and the 13th Year tutorial programs.	Administration	08-01-05	05-24-06
Implement the State and District Comprehensive Reading Plan across the curriculum including independent and supervised reading activities.	Administration Reading Coach	08-01-05	05-24-06

### Research-Based Programs

Utilize reading text: Sourcebook and Daybook of Critical Reading, published by Great Source; English text: Literature, published by McDougal Littell; and an intervention program: Read 180, published by Scholastic.

## **Professional Development**

Utilizing the School Improvement Zone organizational structure, professional development will be provided in the following areas:

Creating Independence through Student-owned Strategies (CRISS), Differentiated Instruction, Edusoft, SPI, AIP, Print Rich Environment, Classroom Management, Oral Reading Fluency Measure, Diagnostic Assessment of Reading, Read 180, Accelerated Reader Reciprocal teaching, Writing, Lessons Learned/FCAT Item Specifications, Language Essentials for Teachers of Reading and Spelling (Letrs), Learning Express, Reading Plus, and Wild About Words.

## **Evaluation**

1. Utilize the 2006 FCAT Reading Test, district approved assessment, Oral Reading Fluency Measure (ORF), Reading Plus, and Survey Reading Inventory (SRI) to analyze students' specific needs.
2. Administer district approved assessments, Biweekly and monthly assessments, and Read 180 reports to redirect reading instruction and monitor student progress.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Students at Miami Norland Senior High School will improve mathematics skills and scores as measured by the 2006 results of the Florida Comprehensive Assessment Test (FCAT).

### **Needs Assessment**

Data derived from the 2005 administration of the FCAT Mathematics Test indicated that, school wide, 36 percent of the students met high standards and 65 percent achieved annual learning gains in mathematics. According to the cluster analysis, students in grades 9 and 10 scored the lowest in measurement, number sense, geometry, and data analysis which specifies a need for differentiated instruction for all students. The data also revealed that students are having difficulty with order of operations that involve grouping symbols, percentage of increase and decrease, recognizing equivalent expressions, and applying properties of numbers to integers, and understanding the effect of operations on numbers. Throughout all grade levels, students need experience with collecting, analyzing, making inferences, and using meaningful data. These experiences need to be infused into interdisciplinary lessons so that students can learn concepts from several areas and effectively use instructional time while making real life connections. The assessment results also indicated a need to provide staff development for mathematics teachers so that they can assist in developing appropriate instructional strategies for low performing students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), all students in grades 9 and 10 will improve their mathematics skills, as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards (SSS), Black students in grades 9 thru 12 will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades 9 thru 12 will improve their mathematics skills, as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Free and Reduced Lunch students in grades 9 thru 12 will improve their mathematics skills, as will be evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades 9 thru 12 will improve their mathematics skills as will be evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades 9 thru 12 will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and utilize curriculum maps and instructional focus calendars from Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) in Algebra I, Algebra II, Geometry, Intensive Mathematics, ESE, and ESOL classes.	Administration Mathematics Teachers Department Chairperson	08-01-05	05-24-06
Incorporate best practices and effective learning CRISS strategies (Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notetaking, Graphic Organizers, and Capsule Vocabulary) in daily lesson plans linked to the	Administration Department Chairperson	08-01-05	05-24-06

curriculum maps.			
Utilize the Extended Day and the Extended Year programs to provide research-based tutorials and enrichment activities and classes for all students.	Administration Mathematics Teachers Department Chairperson Assistant Principal	08-01-05	05-24-06
Implement the Continuous Improvement Model (CIM) and the Secondary School Reform to increase students' performance in mathematics and involve teachers in the data-driven decision making model. Using Edusoft as the means of data collection for the implementation of the CIM. Teachers will be provided data for the purpose of analysis, and instructional adjustments in the classroom.	Administration Math Teachers Department Chairperson	08-01-05	05-24-06
Utilize incentives to promote family participation in workshops designed to provide parents with information to enhance student achievement in mathematics.	Administration	08-01-05	05-24-06
Administer biweekly, monthly, and district required interim assessments aligned to the Sunshine State Standards (SSS) tested benchmarks.	Administration Mathematics Department Chair Mathematics Teachers	08-01-05	05-24-06
Implement a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.	Administration Teachers Counselors	08-01-05	05-24-06
Enroll identified grade 9 and 10 students in all subgroups who scored at Levels 1 and 2 on the Florida Comprehensive Assessment Mathematics Test (FCAT) in intensive mathematics classes and develop an Academic Improvement Plan (AIP) for each of the targeted students.	Administration Department Chairperson	08-01-05	05-24-06
Provide parents with information to enhance student achievement in mathematics utilizing workshops, advisory council meetings, and online access to students' grades and attendance.	Administration Mathematics Department Chair Mathematics Teachers	08-01-05	05-24-06
Provide professional staff development for mathematics' teachers in data analysis, differentiated instruction, performance-based instruction, and the use of manipulatives, technology, and critical thinking skills to improve classroom instruction.	Administration Mathematics Department Chair Curriculum Support Specialists	08-01-05	05-24-06

Utilize school site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, modeling a strategy, and providing feedback) to support teachers and the core mathematics program.	Administration Department Chairperson	08-01-05	05-24-06
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Administration Mathematics Department Chair Mathematics Teachers	08-01-05	05-24-06

## **Research-Based Programs**

Mathematics text  
RiverDeep

## **Professional Development**

Professional Staff Development: Teachers in the mathematics area will concentrate on acquiring the required 56-professional development hours in courses that cover techniques of mathematics instruction. Additionally, mathematics teachers will participate in professional development that fosters a greater understanding of data analysis, Continuous Improvement Model (CIM), Curriculum Mapping, Mathematics Lesson Planning, differentiating instruction, Performance-Based Item Specifications for Mathematics, Edusoft, FCAT Explorer, RiverDeep, Reciprocal Teaching, and Creating Independence through Student-owned Strategies (CRISS).

## **Evaluation**

The aforementioned objectives will be evaluated by the results of student performance on the 2006 FCAT Mathematics Test. Additionally, pre and post tests, teacher generated bi-weekly and monthly assessments, and interim assessments as required by the District, will be used to provide formative and summative data on student progress. Research-based software will be utilized to diagnose deficiencies and monitor progress.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students at Miami Norland Senior High school will improve their writing skills scores as measured by the 2006 administration of the Florida Comprehensive Assessment Test.

### **Needs Assessment**

Data derived from the 2005 FCAT Writing Plus Test indicated that, school wide, 81 percent of students met high standards of 3.5 and above. Analysis of the 2005 FCAT Writing Plus Test reflected that students need continuous opportunities to practice persuasive and expository writing. The data for persuasive writing indicated that 80 percent of students scored at 3.5 and above and 81.5 percent of students scored 4.0 and above. Students need to increase their scores by 10 percent overall. The assessment also indicated a need to incorporate strategies to improve students' expository and persuasive writing skills. Practice activities need to include writing extended responses to content based questions and giving written rationales for project results as per the practice models of persuasive writing, including but not limited to , commercials, and legal briefs.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade 10 will improve their writing skills, as evidenced by 90 percent of students reaching the State mastery level of 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) and the Secondary School Reform Initiative to increase student's performance in writing and involve teachers in the data-driven decision making model, using Edusoft as the means of data collection for the implementation of the CIM. Teachers will be provided data for the purpose of analysis and instructional adjustments.	Administration English Department Chairperson 9th and 10th grade Teachers	08-01-05	05-24-06
Develop an Academic Improvement Plan (AIP) for targeted students who score below 4.0.	Administration 9th and 10th grade Teachers	08-01-05	05-24-06
Incorporate best practices and effective learning CRISS strategies i.e., (Reciprocal Teaching, QAR's, RAFTS, Spool Papers, Learning Logs, Sentence Expansion, and Graphic Organizers,) in daily lesson plans linked to the curriculum maps.	Administration 9th and 10th grade Teachers	08-01-05	05-24-06
Utilize the Extended Day and the Extended Year programs to provide research-based tutorial classes and enrichment activities for all students.	Administration 9th and 10th grade Teachers	08-01-05	05-24-06
Incorporate a minimum of two expository and two persuasive essays, not limited to the five-paragraph model, per grading period in each discipline for all 9th and 10th grade students.	Administration English Department Chairperson Content Area Teachers	08-01-05	05-24-06
Provide the state required rubric for the FCAT Writing test to all 9th and 10th grade students and model examples of good writing for emulation.	Administration English Department Chairperson 9th and 10th grade Teachers	08-01-05	05-24-06
Utilize the 6 Write Traits process in order to increase student's ability to write highly proficient essays in Advanced Academic classes.	Administration English Department Chairperson English Teachers	08-01-05	05-24-06
Develop and utilize curriculum maps and instructional focus calendars from Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) in English I, English II, ESE, and ESOL classes.	Administration 9th and 10th grade Teachers	08-01-05	05-24-06

Utilize school site English resource personnel and Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, modeling a strategy, and providing feedback) to support teachers in the use of interdisciplinary writing activities.	Administration English Department Chairperson Curriculum Support Specialists	08-01-05	05-24-06
Utilize incentives to promote family participation in workshops designed to provide parents with information to enhance student achievement in writing.	Administration ESSAC	08-01-05	05-24-06
Provide professional staff development workshops to content area teachers to help them incorporate writing more effectively within their discipline.	Administration English Department Chairperson Curriculum Support Specialists	08-01-05	05-24-06
Assign FCAT Writing Plus Test as part of the midterm and final examination process in each discipline.	Administration English Department Chairperson English Teachers	08-01-05	05-24-06
Provide parents with information to enhance student achievement in writing workshops, advisory council meetings, and online access to students' grades and attendance.	Administration English Department Chairperson Content Area Teachers Curriculum Support Specialists	08-01-05	05-24-06
Administer formative and summative writing assessments and adjust instruction for grades 9 and 10 students based on assessment results.	Administration English Department Chairperson English Teachers	08-01-05	05-24-06

## **Research-Based Programs**

Writing Text

The Writer's Craft, publisher--McDougal Littell

6 Write Traits

## **Professional Development**

Teachers in the mathematics area will concentrate on acquiring the required 56-professional development hours in courses that cover techniques of English instruction. Additionally, English teachers will take courses that pertain to data analysis, Continuous Improvement Model (CIM), Curriculum Mapping, Writing Lesson Plans, differentiated instruction, Department of Education's Writing Plus, Edusoft, Reciprocal Teaching, and CReating Independence through Student-owned Strategies (CRISS).

## **Evaluation**

The aforementioned objectives will be evaluated by scores on the 2006 FCAT Writing Plus Test. Additionally, state generated bi-weekly writing prompts, Learning Express, and interim assessments as required by the District, will be used to provide formative and summative data on student progress. The aforementioned assessments will be utilized to diagnose deficiencies and monitor progress.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students at Miami Norland Senior High School will improve their science skills and scores as measured by the 2006 administration of the Florida Comprehensive Assessment Writing Test (FCAT).

### ***Needs Assessment***

An analysis of the 2005 FCAT Science Test results indicate that students at Miami Norland Senior High School increased their mean score from 257 in 2004 to 262 in 2005, an increase of 5 points. Mean points earned by content area remained the same for physical/chemical and earth/space sciences. In life/environment sciences, the score decreased by 4 points. In scientific thinking the score increased by 5 points. According to the cluster analysis, there is a need for students to continue receive increased and remediated instruction in physical/chemical, and earth space sciences.



## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their mean scale score in science from 262 to a mean scale score equal to or above the District Level, as documented by the 2006 administration of the FCAT Science subtest.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and utilize curriculum maps and instructional focus calendars from Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) in Earth Space Science, Biology, Physics, and Chemistry, ESE, and ESOL.	Administration Leadership Team Science Department Chairperson Science Teachers Curriculum Support Specialists	08-01-05	05-24-06
Engage students in weekly laboratory investigations and project based learning which includes cooperative groups and problem-solving strategies.	Administration Science Department	08-01-05	05-24-06
Implement the Continuous Improvement Model (CIM) and the Secondary School Reform to increase students' performance in writing and involve teachers in the data-driven decision making model. Using Edusoft as the means of data collection for the implementation of the CIM. Teachers will be provided data for the purpose of analysis, and instructional adjustments in the classroom.	Administration Science teachers	08-01-05	05-24-06
Utilize school site English resource personnel and Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, modeling a strategy, and providing feedback) to support teachers and the core science program.	Administration Department Chairperson 9th & 10th grade Science Teachers	08-01-05	05-24-06
Utilize incentives to increase students' participation in the implementation of science fair projects.	Administration Department Chairperson	08-01-05	05-24-06
Provide professional staff development workshops to content area teachers, to help them incorporate science more effectively within their discipline.	Administration Science Department Chairperson Curriculum Support Specialists	08-01-05	05-24-06
Utilize the Extended Day and the Extended Year programs to provide research-based tutorials and enrichment activities and classes for all students.	Administration Department Chairperson 9th & 10th grade Science Faculty	08-01-05	05-24-06
Provide parents with information to enhance	Administration	08-01-05	05-24-06

student achievement by utilizing science workshops, advisory council meetings, and online access to students' grades and attendance.	Science Department Chairperson Curriculum Support Specialists		
Incorporate best practices and effective learning CRISS strategies (Reciprocal Teaching, Selective Underlining/Marginal Notetaking, QAR's, Graphic Organizers, Capsule Vocabulary, and RAFT).	Administration Department Chairperson Reading Coach	08-01-05	05-24-06
Utilize collaborative planning time for science teachers to share best practices, mentor new teachers,, and model lessons for their colleagues.	Administration Science Department Chairperson Science Teachers	08-01-05	05-24-06
Utilize incentives to promote family participation in workshops designed to provide parents with information to enhance student achievement in science.	Administration ESAAC	08-01-05	05-24-06
Administer formative and summative science assessments and adjust instruction for grades 9 - 12 students based on assessment results.	Administration Science Department Chairperson Science Teachers	08-01-05	05-24-06

### **Research-Based Programs**

Require 30 hours of volunteer science research hours in the work area such as in a hospital lab, doctor's office, college lab, or industrial facility for Juniors per school year emulating DCPS school-to-work initiative following the National Teachers Science Association (NSTA) lessons and guidelines.

### **Professional Development**

Science teachers will concentrate on acquiring the required 56-professional development hours in courses that cover techniques of English Instruction. Additionally, science teachers will take courses that pertain to data analysis. Continuous Improvement Model (CIM), Curriculum Mapping, Science Lesson Planning, differentiating instruction, Department of Education's Writing Plus, Edusoft, Reciprocal Teaching, and CReating Independence through Student-owned Strategies (CRISS).

### **Evaluation**

The aforementioned objectives will be measured by results provided on the 2006 Florida Comprehensive Assessment Science Test (FCAT). Additionally, pre and post test, teacher generated bi-weekly, monthly, and interim assessments as required by the District will be used to provide informative and summative data on student progress.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

Miami Norland’s goal is to actively engage parents/guardians to become our partners in raising and maintaining high student achievement and to increase parental involvement.

**Needs Assessment**

Miami Norland Senior High School needs are identified through a low percentage of parent/guardian attendance in the following areas: conferences, IEP and child study team meetings.

Identified weak areas are parent conferences requested by teachers, student orientations, yearly open house and parent summit meetings. Efforts need to be highly focused and planned to increase parental involvement in order to increase student achievement.

## Measurable Objective

Given a school-wide focus on increasing parental involvement to facilitate student achievement, parental involvement activities will be increased by 30% for the 2005- 2006 school year as documented by attendance rosters compared to 2004-2005 attendance rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent meetings with all grade levels each semester.	Administration Activities Director Student Services	08-01-05	05-24-06
Provide information through Parent Extreme Workshops	Administration District Counselor	08-01-05	05-24-06
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administration PTSA President Faculty	08-01-05	05-24-06
Initiate consistent communication with parents utilizing conferences with counselors and teachers.	Administration Counselors Teachers	08-01-05	05-24-06
Utilize the extended year to conduct end-of-the-year evaluation meetings with parents and students.	Administration Counselors Teachers	08/01/2005	05/24/2006
Encourage parent participation in decision making groups such as PTSA/ESSAC.	Administration PTSA President	08-01-05	05-24-06
Communicate school functions utilizing Marquee, Newspapers, Flyers sent home and phone calls home using the Telesoft Automated System.	Administration Activities Director	08-01-05	05-24-06

## Research-Based Programs

National Standards of Parental and Family Involvement Program

## **Professional Development**

Faculty, staff, students, and parents will be provided the following professional development to increase parental involvement:

Building Bridges through Collaboration provided by the District

ESOL strategies

Interpersonal, Interactions & Participation

Parent Extreme Workshops

Parent Academy

## **Evaluation**

The above mentioned strategies will be evaluated through attendance rosters, comment forms distributed to parents, parental feedback on the NSSE- Survey and Parent Communication at meetings. 2005-2006 Florida Comprehensive Assessment Test results.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Norland Senior High School will provide a safe and disciplined learning environment for all students.

### ***Needs Assessment***

Based on 2004-2005 student case management reports, Miami Norland Senior High School had 783 outdoor suspensions and 633 indoor suspensions. Norland Senior High needs to decrease outdoor and indoor suspensions by five percent during the 2005-2006 school year.

## Measurable Objective

Given the emphasis on a safe and orderly environment, students' behavior will improve at Miami Norland Senior High as evidenced by a five percent decrease in the number of indoor/outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the visiting teacher to make parental contact, certified mail to parents, and phone calls.	Administration	8/1/2005	5/24/2006
Monitor the number of referrals on repeat offenders and make recommendations for alternative setting.	Administration	8/1/2005	5/24/06

## Research-Based Programs

"How to be an Effective Teacher" presented by Harry Wong.

Project Proud

## Professional Development

Faculty and Staff will be provided with the following professional development strategies to improve school discipline and safety:

CRISS training, Classroom Management,

## Evaluation

Compare the suspension rates and school climate survey results of 2004-05 to that of 2005-06.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

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

### **GOAL 7 STATEMENT:**

Provide all instructional staff with an operable computer station with internet access and fundamental software.

### **Needs Assessment**

Based on information from BigFix software concerning the technological infrastructure of Miami Norland Senior High, there exist 356-networked computers and 50 classrooms without an operable computer and/or internet access.



## Measurable Objective

Given the emphasis on the use of technology in education, administration will provide more computers during the 2005-2006 school year in order to improve the situation from 2004-2005. This initiative should provide 85 percent of all classrooms with an operable computer equipped with internet access.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide additional time for students to use computers and existing technology in the library during the extended day.	Administration Library Staff Teachers	08/01/2005	05/24/2006
Train specified faculty on how to use Edusoft.	Administration Specified Department Chairs	8/1/2005	5/24/2006
Survey and wire classrooms without internet access.	Administration Computer Technician	08-01-05	05-24-06
Purchase additional computers as needed.	Administration	08-01-05	05-24-06
Hire a part-time computer technician.	Administration	08-01-05	05-24-06
Relocate existing computers to instructional staff.	Administration Computer Technician	08-01-05	05-24-06

## Research-Based Programs

National Education Technology Standards (NETS)

## Professional Development

Faculty and staff will be provided with workshops in the following areas/programs:  
PowerPoint, Excel, Microsoft Publisher, Excelsior Electronic grade book.

## Evaluation

Faculty will have and utilize 85 percent of classroom access to the internet for grade reporting, desktop publishing, and locating data for instructional purposes. Assess library sign-in log of students during 8th period. 2005-2006 Florida Comprehensive Assessment Test results. ITS data on number of teachers using Electronic gradebook software.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Provide students the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of physical activities.

### ***Needs Assessment***

Based on the results of the 2004-2005 FITNESSGRAM 52 percent of students were award winners in the physical fitness testing. This indicates a need for an additional 12 percent of the students to become more physically active. The physical fitness of our students has changed from an analysis based on a level of skill to one based on a level of health. As the physical fitness and health concerns of our student population become more prevalent, there is a need to make health related fitness an integral part of our annual curriculum.

## Measurable Objective

Given the emphasis on health and physical fitness, 62 percent of the students tested will successfully pass five components of the FITNESSGRAM as evidenced by the 2005-2006 administration of the FITNESSGRAM Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assure students are properly placed in the physical education classes.	Administration Department Chairperson Counselors	08-01-05	05-24-06
Enhance positive attitudes towards personal involvement in a combined physically active lifestyle.	Administration Physical Education Teachers Health Teachers	08-01-05	05-24-06
Develop in all students a level of personal fitness commensurate with individual capabilities through the improvement or maintenance of such areas as cardio-respiratory fitness, general endurance, flexibility, and muscular strength.	Administration Physical Education Teachers	08-01-05	05-24-06

## Research-Based Programs

FITNESSGRAM standards based upon research by Cooper Aerobics Institute and supported by the CDC.

## Professional Development

Physical Fitness and Health faculty will be provided the opportunity for professional development in the following strategies:

Classroom Management Techniques, FITNESSGRAM Software and Data Evaluation,

## Evaluation

Pre & Post testing of the FitnessGram consisting of six components; One mile run, Body Composition, Curl Up, Trunk Lift, Push-up, & Sit and reach. 62 percent of students will pass five out of six components.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Provide a well-rounded and culturally enriching curriculum by involving students with a variety of elective courses.

**Needs Assessment**

Given the emphasis on electives and special areas, there is a need to increase the number of career academies.

## Measurable Objective

Increase the number of career academies from two to five having all 9th and 10th grade students involved in one of the five academies.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a small learning community culture accessible to students, parents and community.	Administration Magnet Lead Teacher	08-01-05	05-24-06
Offer academy themed electives relevant to careers in Florida.	Administration Magnet Lead Teacher	08-01-05	05-24-06
Implement the NAF Career Academy Model.	Administration Magnet Lead Teacher	08-01-05	05-24-06
Provide experienced staff for academies in a timely manner.	Administration EESAC Lead Teachers	08-01-05	05-24-06
Research and adopt 4x4 Block Schedule.	Administration EESAC	08-01-05	05-24-06

### Research-Based Programs

High Schools That Work

### Professional Development

Faculty and Staff will be provided the following professional development to enhance special areas/electives:

National Academy Foundation Training Workshops(NAF)

High Schools That Work Training

Classroom Management Workshops

National Career Academy Coalition (NCAC)

CRISS training

## **Evaluation**

Florida School Music Association Report, National Academy Foundation Annual Report, and 2006 Florida Comprehensive Assessment Test results for 2005-2006.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Miami Norland Senior High will rank at or above the 75th percentile statewide in Return on Investment index of value and cost effectiveness of its program.

**Needs Assessment**

Miami Norland Senior High School ranked in the 50th percentile on the state of Florida's ROI index in 2004-2005.

## Measurable Objective

Miami Norland Senior High School will improve its ranking on the State of Florida's ROI index publication from the 50th percentile in 2003 to the 75th percentile on the next publication of the State of Florida ROI index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create an educated awareness about the use of financial resources in relation to school programs.	Administration	8/1/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base. (Dade Partners, Grants)	Administration Faculty/Staff	8/1/2005	5/24/2006
Monitor quarterly assessment results and adjust materials as needed.	Administration, EESAC	08-01-2005	05-24-2006
Collaborate with the District on resources in relation to school programs.	Administration	8/1/2005	5/24/2006

## Research-Based Programs

N/A

## Professional Development

Provide in-service training to promote a greater average per student return on investment.

## Evaluation

Miami Norland Sr. High will rank in the 75th percentile on the next publication of the State of Florida ROI index publication. 2005-2006 Florida Comprehensive Assessment Test results.



## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 11 STATEMENT:***

Provide students with every opportunity to graduate from Miami Norland Senior High School with a diploma and the tools necessary to operate in an institution of higher learning or the workforce.

### ***Needs Assessment***

Given the emphasis on graduation, data suggests that graduation rates may be affected by truancy, high stake testing and the lack of parental/students academic awareness.

## Measurable Objective

Increase the number of students graduating Miami Norland Senior High School to 56 percent from 50 percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase parent/student communication with possible retention students.	Administration Student Services Department	08-01-05	05-24-06
Schedule students that have not passed FCAT into intensive reading or math classes.	Administration All counselors	08-01-05	05-24-06
Schedule Senior Parent night every nine weeks and class level meeting every semester.	Administration Activities Director	08-01-05	05-24-06
Provide additional counseling to truant students.	Administration Attendance Committee Coordinator Truancy Specialist Student Service Department	08-01-05	05-24-06
Mandate required tutorial hours (FCAT retakers).	Administration Activities Director Saturday School Coordinator	08-01-05	05-24-06
Distribute Senior letters home every nine weeks.	Administration All Counselors	08-01-05	05-24-06

### Research-Based Programs

High Schools That Work

Southern Association of Colleges and Schools

### Professional Development

Faculty and Staff will be provided with the following professional development strategies to improve graduation:

CollegeBoard, School to Work, Student Services District meetings,

District Wide Attendance Clerk Meeting, School Reform Forums

## **Evaluation**

Daily attendance rosters, parent communication logs. Attendance roster sheets at scheduled academic activities, parent conference rosters, end of the weeks grade locators and graduation data. 2006 Florida Comprehensive Assessment Test results.

## *EESAC Compliance*

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

***Budget:***

\$24,000

***Training:***

\$2,000-4,000

***Instructional Materials:***

\$5,000

***Technology:***

\$5,000

***Staffing:***

\$3,000

***Student Support Services:***

\$1,000

***Other Matters of Resource Allocation:***

\$4,000

***Benchmarking:******School Safety & Discipline:***

\$2,000

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*