
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7411 - Miami Northwestern Senior High School

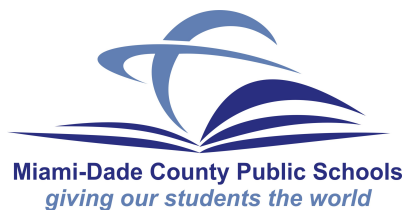
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Guillermo Munoz, Paulette Fredrik

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Northwestern Senior High School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami Northwestern Senior High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Common instructional reading materials such as: Research Based Read 180 and Read XL and Reading Plus 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 bi-weekly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Data collected from Miami Northwestern Senior High School indicates that as students transition from one level to another academic achievement scores decrease. As a response to this data Miami Northwestern 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. The trends across Florida indicate decrease in 10th grade scores.

Students at Miami Northwestern 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 career.

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 Northwestern Senior High School student as part of a promotional activity to be completed and presented at the end of the school year.

Given instruction based on the Sunshine State Standards, the total NCLB student population will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, free and reduced students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, students with disabilities students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the total NCLB student population will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, free and reduced students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the total NCLB student population will improve their writing skills as evidenced by a minimum of 88 percent of the students scoring at the state mastery level of 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, tested students at Miami Northwestern Senior High Community School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed District mean scale score as evidenced from the administration of the 2006 FCAT exam.

Given school wide focus on increased opportunities for parental involvement in school-sponsored activities, parent participation will increase by 12 percent in 2005-2006 as compared to 2004-2005, as evidenced by attendance records.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of educational technology, students and teachers access to computers will increase by 2% during the year 2005-2006 as compared to the 2004-2005 school year.

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, Miami Northwestern Senior High Community School will increase the percentage of award recipients by three percentage points to 29 percent on the 2005-2006 administration of the Fitness Gram Test as compared to 2004-2005.

Given emphasis of the benefits for participating in PAVAC and Medical Magnet an increase of 5 percent in enrollment is projected for the 2005-2006 school year as compared to 2004-2005 school year.

Miami Northwestern Senior High School will improve its ranking on the State of Florida ROI index publication from the 38th percentile in 2003 to the 40th percentile on the next publication of the index.

For the graduation rate category to achieve Adequate Yearly Progress (AYP), the percentage of students graduating from Miami Northwestern Senior High School will increase by one percent to 49 percent.

Miami Northwestern 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. 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. Professional development will consist of Edusoft Training, Read 180, Electronic Grade Book and Criss Training. 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 Northwestern Senior High School .

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 Northwestern Senior High School

VISION

The vision of Miami Northwestern Senior High Community School is to become a beacon of hope and academic excellence in the community.

MISSION

We believe that a quality education is a social equalizer and societal imperative which will ensure that our students have the best opportunity to succeed in school and in life. Our fundamental goal is to ensure that all students experience an equal and optimal opportunity to graduate from high school prepared to enter varied and diverse institutions of higher learning and/or professional careers as they pursue their dreams and life's work. It is our aim to incorporate higher level academic, technical, and performing arts into learning experiences. This preparation will focus on an academic, vocational, and technological curriculum where communication, technical, interpersonal, and critical thinking skills are taught across the curriculum. In doing so, we hope to inspire in each student a strong sense of personal and social responsibility as they become self-sufficient, productive, and contributing members of our community, nation, and world.

CORE VALUES

Miami Northwestern's core values include: Providing a well-rounded, comprehensive educational experience for our students and members of our community; creating a clean, safe, and orderly learning environment and experience for all stakeholders; ensuring academic success for all students as measured by both formal and informal assessments; promoting continuous improvement and life-long learning through modeling and professional growth opportunities for faculty and staff; and involving all stakeholders in the school decision making, implementation, and monitoring process to ensure that the vision, through specific school goals, is being realized.

School Demographics

Miami Northwestern Senior High Community School, in its commitment to school and community, offers a varied program of academic, vocational, and career preparation. An adult education component is implemented through partnerships with neighboring institutions. Erected in 1955, with a brand new facility being occupied in 1997, Miami Northwestern Senior High Community School serves as a beacon of hope for an entire community and student enrollment of approximately 2668 students in grades 9 through 12. This inner-city community school which is located in the heart of Liberty City, is in a mixed commercial and residential zoned area on 20 acres of land, bound by commercial business and single family homes. There are two magnet programs housed at Miami Northwestern. One is known as the Performing and Visual Arts Center (PAVAC). This program offers a challenging four-year curriculum in the visual and performing arts for students who are interested in careers in Dance, Music, Theater and Visual Arts. Students study for two hours each day over their four year matriculation focusing on the applied and theoretical aspects of their particular disciplines. The other is the Medical Magnet Program. It offers students an in-depth study of medicine, science, and health care experiences and internships in modern medical facilities. The goals are to develop specific career-related skills and encourage students to pursue medical and allied health professions. Four hundred students attend the Medical Magnet Program each year. The ethnic/racial makeup of the student population is 93 percent Black, 6 percent Hispanic, 0 percent White, and 1 percent Other. Approximately 80 percent have been processed for free or reduced lunch. The Mobility Index is 39. The student population is comprised of 82 percent standard curriculum and 18 percent Exceptional Education. The faculty of 192 professionals is comprised of 83 males and 109 females; 44 faculty members have Masters Degrees, 19 have Specialists, 4 have Doctoral Degrees, and four teachers are nationally board certified. The ethnic composition of the staff is as follows: 21 percent White, non-Hispanic, 47 percent Black, 19 percent Hispanic, and 14 percent Asian/American Indian. The changes that have impacted the faculty at Miami Northwestern Senior High School include 16 beginning teachers and 7 experienced teachers new to the staff. Currently, there is one new assistant principal and one open position for an assistant principal. The school consists of two co-principals who were administrators from the feeder pattern schools. The school also has a Vice-Principal who is in charge of Curriculum and Instruction. The school is a center not only for learning but for social events in the community.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot Assessment, on the average 4.2 persons feel that the Mission and Vision of Miami Northwestern Senior High School is evident through Leadership. An average of 4.0 persons feel that the supervisor uses the organization's values to guide the organization. On the average 3.9 persons agree that the supervisor creates a work environment that helps one to do their job, the supervisor shares information about the organization, encourages learning that will help one advance in their career and the organization keeps faculty and staff abreast of important concepts. On the average 3.4 persons feel that the organization asks for input. This will be an area that the school will focus on strengthening for the 2005-2006 school year.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot Assessment, on the average 3.4 persons agree that as it plans for the future, the organization asks for ideas from the faculty and staff. On the average, 3.6 persons agree that they know the organization's plans that will affect them and their work. On the average, 3.7 persons agree that one can tell if the organization is making progress.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot Assessment, on the average, 4.3 persons agree that they know who their most important customers are. On the average 4.2 persons agree that they keep in touch with their customers, and on the average 4.0 persons agree that their customers tell them what they need and want. The assessment revealed that on the average 3.9 persons agree that they ask their customers if they are satisfied or dissatisfied with their work and they are allowed to make decisions to solve problems for my customers.

Faculty & Staff:

According to the Organizational Performance Improvement Snapshot Assessment, an average of 4.1 persons feel that they can make changes to improve their work. An average of 3.8 persons feel that the people they work with cooperate and work as a team. An average of 3.7 persons feel that the supervisor encourages them to develop job skills so that they can advance in their career. On the average, 3.6 persons feel that they are recognized for their work and the supervisor and the organization care about them. On the average, 3.5 people feel that they have a safe workplace.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot Assessment, on the average, 4.4 persons agree that they know how to measure the quality of their work. On the average 4.3 persons agree that they know how to analyze the quality of their work and make revisions if needed. On the average, 4.2 persons feel that they use this analysis for making decisions about my work. On the average, 4.1 persons agree that they know how the measures they use in their work fit into the organization's overall measures of improvement. On the average, 3.7 persons agree that they get all of the important information needed to do their work and know how their organization is needed.

Education Design:

According to the Organizational Performance Improvement Snapshot Assessment, 3.2 persons agree that they can get all of the resources needed to do their job. On the average, 3.7 persons agree that they collect data about the quality of their work. On the average, 3.6 persons feel that the organization has good processes for doing the work and that they have control over the process of their work.

Performance Results:

According to the Organizational Performance Improvement Snapshot Assessment, on the average, 4.0 persons agree that their customers are satisfied with their work and they are satisfied with their job. On the average, 4.1 persons agree that their work products meet all requirements for high quality and excellence. On the average, 2.7 persons feel that they know how well financially the organization is doing. On the average, 3.5 persons agree that the organization uses their time and talents well. On the average, 3.3 persons agree that the organization removes things that get in the way of progress. On the average, 3.9 persons agree that the organization obeys laws and regulations. On the average, 3.7 persons agree that the organization has high standards and ethics and the organization helps faculty and staff members to help the community.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami Northwestern Senior High School is dedicated to recruiting and maintaining highly qualified teachers. The school has forged a strong partnership with the Teach For America Program. The school participates in Teacher Employment Fairs locally and statewide. Miami Northwestern Senior High will continue to mentor beginning teachers through the school site Beginning Teacher Program as well as provide opportunities for professional development.

• Highly Qualified, Certified Administrators:

Mrs. Paulette D. Covin-Fredrik, Principal, has 15 years experience as a classroom teacher, three years as an Administrative Assistant, and four years as an Assistant Principal. Mrs. Fredrik was the 1991 Region Center 3 Teacher of the Year. She is certified in Elementary Education, Middle Grades English 5 - 9, Elementary/Secondary Reading, and Educational Leadership. Mrs. Fredrik developed and implemented a writing program entitled "Write On Write On" which resulted in 92% of the eighth grade students at Charles Drew Middle School scoring 3 and higher on the FCAT Writing test in the 2000 school year. This is her first year as co-principal of Miami Northwestern Senior High School.

Mr. Guillermo Munoz, Principal, has thirteen years of educational experience. He taught mathematics at the secondary level for five years and has been a secondary administrator for the past seven years. He holds a Bachelors of Science Degree in Secondary Education and a Masters of Science in Educational Leadership. Mr. Munoz played an instrumental role in Miami Northwestern's academic achievements during the 2003-04 school year. Miami Northwestern moved from an "F" to a "D", as reflected in the school accountability grading system. Mr. Munoz earned "Exemplary" ratings during his last two years as an assistant principal. Last year he served as principal of Brownsville Middle, a feeder pattern school.

Ms. Ora Whitehead , Vice-Principal; Ed. S., Educational Leadership, M.S. Reading Education, B.S. Elementary Education. During her 14-year tenure, Ms. Whitehead has served as an elementary teacher, gifted teacher, Department Chairperson, FCAT Enhancement Educational Specialist for the district, and a Senior High FCAT Preparatory teacher. Her Professional Recognition and Awards include: Adjunct Professor at Barry University and Rookie Teacher of the Year nominee. She is starting her third year at Miami Northwestern Senior High School. Her areas of responsibility include Data Analysis, all Instructional Programs, Testing She has contributed greatly to the drive to increase student recognition for outstanding academic achievement and performance, and has organized many reward activities.

Dr. Tom Calvey , Assistant Principal, Ed. D., Educational Administration and Supervision, M.A. in Philosophy, M.A. in Theology, B.A. in Social and Behavioral Sciences, Magna Cum Laude Honors. Dr. Calvey began his teaching career in Pennsylvania. He moved to Miami-Dade in 1992, where he served as a Theology teacher at Belen Jesuit Preparatory School. In the Miami-Dade County Public School system he has served as a Middle School and High School teacher, a Department Chairperson, a Union Steward, an EESAC Chairperson, and now a High School Assistant Principal. His Professional Recognition and Awards include: District Senior High Social Studies Teacher of the Year, 2002; Florida Teacher of the Year, Council for the Social Studies, 2003; Teacher Recognition Award for Service in Tutoring, 1997-2000; Coach of the Year, Track and Field, All-Catholic Conference 1994. He is starting his third year at Miami Northwestern Senior High School. His areas of responsibility include Building Operations, Property Control, Dade Partners, School Volunteers, Vocational Programs, Custodians, Food Service, Transportation.

Mr. DeVaughn Sorrells is serving in his first year as an assistant principal at Miami Northwestern Senior High School. Mr. Sorrells is responsible for Athletics, Activities and Attendance. As an administrator, Mr. Sorrells ensures that technology is integrated into the school-wide curriculum. Mr. Sorrells' educational vision is continuous improvement in the learning environment for students and teachers.

Prior to becoming an administrator, Mr. Sorrells taught Social Studies, Science, and Reading to students with specific learning disabilities. Working with the Exceptional Student Education (ESE) department, he served as team leader as well as department chairperson for three years.

He earned a Bachelors Degree from Florida A&M University, a Master's Degree from Nova Southeastern University in Special Education, and is currently completing final coursework for a Specialist's Degree in Educational Leadership. Mr. Sorrells is certified in Varying Exceptionalities and Educational Leadership. Currently, Mr. Sorrells stays abreast to current educational issues in his work as an adjunct professor during the evenings where he teaches Bachelor degree candidates how to assess and teach students with special needs.

Ms. Beatriz Cruz-Ledon , Assistant Principal; Ed. S., Educational Leadership, M.S. Special Education, B.S. Special Education. During her 14-year tenure, Ms. Cruz has served as a Registrar, Secretary/Treasurer, an Exceptional Student Education teacher, an Activities Director, and a Program Specialist. Her Professional Recognition and Awards include: Past President of Kiwanis Club of Miami Latin; Junior League of Miami, Committee Chair; Council of Exceptional Children, member. She is starting her second year at Miami Northwestern Senior High School. Her areas of responsibility include Exceptional Student Education; the ESE/ESOL, Magnet Programs.

• Teacher Mentoring:

Miami Northwestern Senior High Community School is diligent in providing teacher mentoring to new and veteran teachers. New teachers are acclimated to the school's academic expectations, professional standards, climate, and culture during a school sponsored new teacher orientation session. Furthermore, the Beginning Teacher Committee holds bi- weekly meetings to assist with any concerns new teachers may have as well as to provide in- services to assist with professional growth. In addition, annual contract and veteran teachers who have not received satisfactory evaluations are assigned a professional growth team as described and required in PACES. The reading and math coaches provide assistance to teachers via modeling lessons, co-teaching, professional development, and lesson planning.

• School Advisory Council:

The Educational Excellence School Advisory Committee at Miami Northwestern Senior High School is comprised of an collaboration among faculty, staff, students, business leaders, and parents. The goal of the committee is to help create a safe, learning environment in which students excel. EESAC has monthly meetings where by the progress of the SIP goals are analyzed. During these sessions, the progress of goals and available resources are discussed and analyzed in order to facilitate success. The recommendations made follow the procedures outlined in the Plan-Do-Study-Act cycle of the 8-Step Continuous Improvement Model (CIM).

The EESAC also makes recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety, include technology, discipline, curriculum, special projects, school maintenance, and staffing.

• Extended Learning Opportunities

Miami Northwestern Senior High Community School provides tutorial services through Saturday Academy programs in reading,

writing, and mathematics throughout the school year. Pullout sessions in reading mathematics are offered during the school day to afford specialized instruction to specific groups of students. Pullout tutoring by retired teachers is offered to students with similar skill deficits. Saturday Academy offers tutorial sessions in reading, writing, and mathematics. Summer School courses are offered for students performing at Level 1 in reading and in math. Miami Northwestern provides the district-mandated 13th year program, which spans the two-week period prior to the summer administration of the FCAT. Targeted students will participate in an extended day literacy program.

• School Wide Improvement Model

Miami Northwestern Senior High Community School facilitates school wide improvement by involving all members of the Leadership Team in strategic planning sessions prior to, during, and at the end of the school year. The primary purpose of the meetings is to review, revise, and initiate policies and procedures aimed at increasing the academic achievement of students; creating an environment conducive to professional growth for educators; and fostering a productive partnership/ dialogue with parents and the community. Miami Northwestern Senior High School's school wide improvement also subscribes to the data-driven, and results-oriented FOCUS Continuous Improvement Model (CIM). During the 2004-2005 school year, overall student achievement increased in mathematics, reading, and writing as indicated by the 28 point increase in the overall school grade score. Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

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

GOAL 1 STATEMENT:

Increase the reading performance of all NCLB populations.

Needs Assessment

The 9th grade FCAT data since 2002- 2003 reflects a decline in the percent of students scoring at levels 1 and 2 with a constant increase in the mean score from 254 to 265. The 9th grade FCAT Reading trends since 2002- 2003 show a steady increase in the percentage of students scoring levels 3 or above from nine percent to 13 percent. The 2004-2005 scores reflect a seven percent increase in Words and Phrases cluster with the Comparison cluster remaining the same and a three percent decrease in the Main Idea and Author’s Purpose cluster and a eight percent decrease in the Reference and Research cluster. This data indicates a need for continuous intervention in all clusters. The 10th grade FCAT data indicates inconsistency in decreasing the number of students in levels one and two. In the 2003 administration 88 percent of students achieved a level one or two performance level. In the 2004 administration 83 percent of the students achieved a level one or two resulting in a five percent decrease. On the 2005 administration of the FCAT ninety percent of the students achieved a level one or two resulting in a seven percent increase. The 2004-2005 scores reflect a decline in each of the clusters. This data indicates continuous intervention in all clusters.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the total NCLB student population will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, free and reduced students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test. Given instruction based on the Sunshine State Standards, students with disabilities students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Media Center to enhance research skills.	Administrators Reading Coaches Language Arts Teachers	08/15/05	5/15/06
Administer monthly assessments aligned to the Sunshine State Standards tested benchmarks. The Edusoft management system is used to score assessments, generate disaggregated data reports.	Administrators, Reading Coaches & Language Arts Teachers	09/01/05	05/15/06
Schedule site sponsored and district sponsored staff development in content area reading instruction.	Administrators, Reading Coaches and District Personnel.	08/15/05	05/15/06
Identify students in grades nine and ten who scored at FCAT levels 1 and 2 (includes ESE standard diploma) and schedule into an intensive reading class with the appropriate comprehensive researched based core reading program, READ 180 and READ XL. Identify 11th and 12th grade FCAT re-takers and schedule them for remediation on deficiency reading and test taking skills	Administrators	08/15/05	05/15/06
Coordinate FCAT Saturday Academy registration and tutoring sessions.	Administrators	10/15/05	03/30/06
Implement the FOCUS Continuous Improvement Model for the purpose of making effective data driven decisions regarding curriculum sequence and for on-going monitoring of students' skill mastery levels in classroom and direct classroom instruction.	Administrators, Reading Coaches & Language Arts Teachers	08/15/05	05/15/06
Develop and implement an instructional focus calendar from the district competency based curriculum and the Sunshine State Standards in	Administrators, Reading Coaches and Language Arts Department Chairperson	08/15/05	05/15/06

reading, English, ESOL, and ESE classes and incorporate CRISS strategies	
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Research-Based Programs

McDougall Littell Language of Literature, Scholastic's Read 180 (textbook and software), Scholastic's Read XL, and Reading Plus and CRISS.

Professional Development

Trainings will include the core reading programs, intervention programs, and data analysis. Provide professional development that will enable school administrators to support the school-wide literacy plan. The school will provide development on the Continuous Improvement Model and the Transition Academy. The school improvement zone curriculum support specialist and school site reading coaches will provide on-going professional development to teachers in grade 9-12 in the implementation of best practice in differentiate instruction and other researched based reading practices. Provide professional development to instructional staff in reading's Big Five and CRISS.

Evaluation

Formative monthly benchmark assessments will be administered by teachers. For students enrolled in intensive reading the results of the 2006 administration of the Florida Comprehensive Assessment Test, Oral Reading Fluency probe and the Gates McGinitie will be used as screening assessments. The diagnostic assessments used will be the Diagnostic Assessment of Reading (DAR) only if no evidence of progress is shown.

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

GOAL 2 STATEMENT:

To increase the Mathematics performance of all NCLB population

Needs Assessment

The 9th grade FCAT trend data indicates inconsistency in decreasing the number of students in levels one and two. In the 2003 administration 81 percent of students achieved a level one or two. In the 2004 administration 71 percent of the students achieved a level one or two resulting in a 10 percent decrease. On the 2005 administration 73 percent of the students achieved a level one or two resulting in a two percent increase. The 2005 FCAT data indicates a decrease of 12 percent proficiency in Number Sense, 9 percent decrease in proficiency in Geometry and Spatial Sense and a 12 percent decrease in Data Analysis and Probability the two remaining strands Measurement and Algebraic Thinking remain unchanged. The 10th grade FCAT data since 2002-2003 reflects a decline in the percentage of students scoring at levels one and two from 73 percent in 2003 to 66 percent in 2005. The 2005 FCAT data indicates a decrease of 40 percent proficiency in Measurement, 29 percent decrease in proficiency in Geometry and Spatial Sense a decrease of 28% proficiency in Algebraic Thinking, and a 9 percent decrease in Data Analysis and Probability. The proficiency in the Number Sense strand remain the same. The mean scale score in both grade levels showed a constant increase over the past three years from 245 to 261 in ninth grade and 276 to 292 in the tenth grade.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
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Measurable Objective

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Given instruction based on the Sunshine State Standards, Black students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, free and reduced students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities students will improve their mathematical skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse CRISS strategies throughout the daily mathematics instruction.	Administrators Mathematics Teachers	08/15/05	05/15/06
Schedule all Level 1 students in grades 9 and 10 into Intensive Mathematics classes for the purpose of remediation.	Administrators, Student Services, Assistant Principal for Curriculum Vice Principal	07/15/05	08/30/05
Identify, assign, and monitor 11th and 12th grade students who have not been successful in obtaining the score required for graduation on the FCAT to mathematics classes to provide intensive instruction and support in mathematics.	Administrators, Student Services, Assistant Principal for Curriculum Vice Principal	08/15/05	05/15/06
Provide intensive, yet flexible small group tutorial programs in mathematics during the school day, after school, and on Saturday to level 1 & 2 students to improve reading performance and increase mathematics performance level of identified students	Administrators, Department Chairperson, Mathematics Department	08/15/05	05/15/06
Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.	Administrators, Mathematics Department	08/15/05	05/15/06
School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a	Administrators, School Improvement Zone, Curriculum Support Specialist	10/15/05	05/15/06

strategy, practice, and feedback) to support the core mathematics program.			
Implement the FOCUS 8 Step Continuous Improvement Model for the purpose of making effective data-driven decisions regarding curriculum sequence, and for ongoing monitoring of student skill mastery levels.	Administrators, Mathematics Department	08/15/05	05/15/06

Research-Based Programs

Prentice Hall Mathematics, McDougal Littell Mathematics, River-Deep, FOCUS Continuous Improvement Model, and CRISS.

Professional Development

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the senior high school level as follows: 1) Data Analysis: Linking Data to Instruction/SPI (Sept. All Teachers) 2) 8-Step Continuous Improvement Model (On-going/All Teachers) 3) Using Manipulatives in Math (Jan./Math Teachers) 4) Planning for Effective Instruction in the Two Hour Block (Nov./All Teachers) 5) 2006 Edusoft Software (Oct./Math Teachers) 6) CRISS.

Evaluation

Results of the 2006 administration of the Florida Comprehensive Assessment Test (FCAT) Mathematics results; Administer monthly departmentalized assessments to monitor student progress on specified benchmarks; Edusoft data will be used to redirect classroom instruction and create flexible tutorials; FCAT Explorer reports; and S.T.A.R. Math reports.

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

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

The data indicates that 87 percent of the students in grade 10 scored at or above 3.5 on the FCAT Writing, decrease of 3 percent percentage points as compared to the 2004 administration. The average score on expository essays increased 3.6 to 3.8, with 37 percent of students scoring at a 4.0. The average score on persuasive essays remained the same from a 3.6 to 3.8 with 69 percent of students scoring a 4.0. Students with Disabilities need additional opportunities to practice writing skills encompassed in the elements of focus, organization, support, and conventions.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the total NCLB student population will improve their writing skills as evidenced by a minimum of 88 percent of the students scoring at the state mastery level of 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Learning Express	Administrators Language Arts Teachers	08/15/05	05/15/06
Administer and analyze the District's Pre and Post Test expository/persuasive writing prompts	Administrators Language Arts Teachers	08/15/05	05/15/06
Plan, implement, and monitor a writing program in all 9th and 10th grade Language Arts classes to ensure that students learn and apply the six point rubric to improve effective writing strategies and skills.	Administrators, Language Arts Teachers and Chairperson	08/15/05	05/15/06
Provide intensive, yet flexible small group tutorial programs in writing during the school day, after school, and on Saturday to students to improve reading performance and increase the writing performance level of identified students.	Administrators, Retired Language Arts personnel and Language Arts Department Chairperson	08/15/05	05/15/06
Plan, conduct, and monitor staff development activities in writing that enhance the utilization of the six-point rubric in scoring five paragraph compositions that include and integrate effective writing strategies to improve student performance in writing.	Administrators, Department Chairperson	08/15/05	05/15/06
Incorporate writing throughout all content areas including strategies specific to teach subgroups.	Administrators, Language Arts Department	08/15/05	05/15/06
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators, Language Arts Department Teachers and Chairperson	08/15/05	05/15/06

Research-Based Programs

1) Six Traits of Writing. 2) Florida Department of Educations CD ROM for rubric scoring of sample writing papers. 3) Florida Department of Educations CD ROM for performance task scoring 4) The effective writing component of the Comprehensive Reading Plan (CRP).

Professional Development

The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. In addition: 1) 8-Step Continuous Improvement Model (On-Going/All Teachers) 2) CRISS Stategies (On-going/Language Arts Teachers) 3) Six Traits of Writing (On-Going Languae Arts Teachers) 4) Rubric Scoring (Oct. Language Arts Teachers) 4) Utilizing the 100 minute Block Effectively (Nov. All Teachers) 5) FCAT Writes! CD Rom Training (Oct. Language Arts Teachers) In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Provide monthly assessments using District prompts to monitor student's progress. 1) 2005 FCAT Results 2) Monthly Writing Assessments results 3) District approved writing prompt results. Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups. 4) Student Writing Portfolios

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

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

GOAL 4 STATEMENT:

Increase science performance of all NCLB populations

Needs Assessment

An analysis of the data on the 2005 FCAT examination reveal that the mean scal score in science was 238 which is below the District's mean scale score of 275. The data indicates that there is a need to improve science performance to meet or exceed District's mean scale score as evidenced from the administration of the 2006 FCAT science examination.

Measurable Objective

Given instruction using the Sunshine State Standards, tested students at Miami Northwestern Senior High Community School will demonstrate improvement in science as evidenced by an increase in the mean scale score to meet or exceed District mean scale score as evidenced from the administration of the 2006 FCAT exam.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate collaborative planning (lunch time & early release days) for Earth Space Science and Biology teachers to share best practices, and foster collegial conversations about teaching and learning.	Administrators Science Department Chairperson Science Teachers	08/15/05	05/15/06
Establish and recruit students for the Marine and Environmental science classes and increase enrollment in advanced placement sciences.	Administrators Science Department Chairperson Science Teachers	08/15/05	05/15/06
Engage students in science learning through weekly laboratory investigations, science projects and exhibitions.	Administrators Science Department Chairperson Science Teachers	08/15/05	05/15/06
Implement CRISS strategies in Science instruction	Administrators, Science Department Chairperson, Science Teachers	08/15/05	05/15/06
Administer weekly and quarterly assessments to ensure mastery of Florida Sunshine State Standard benchmarks in science.	Administrators, Science Department Chairperson, Science Teachers	08/15/05	05/15/06
Coordinate in-school tutorial efforts to assist students in achieving a score of Level 3 or higher on the FCAT Science Exam.	Administrators, All Science Teachers	10/15/05	05/15/06
Plan and administer monthly assessments in Science to guide and monitor student learning and progress. A benchmark calendar emphasizing weekly focus lessons that are aligned to the Sunshine State Standards will be implemented	Administrators, Science Department Chairperson	08/15/05	05/15/06
Provide enrichment activities for students who have shown mastery in certain science concepts.	Administrators, Science Department Chairperson Teachers	08/15/05	05/15/06
Provide science instruction to enhance the lab and critical thinking skills to enable students to participate in the school wide science projects.	Administrators, Science Department Chairperson Teachers	08/15/05	05/15/06

Research-Based Programs

CRISS, FOCUS Continuous Improvement Model, Earth Communications, River Deep.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the senior high school. Data Analysis/ SPI (Sept. and Oct. /Science Teachers) CRISS Strategies (On-going/All Teachers) Continuous Improvement Model (On-going/All Teachers) Edu-soft (Nov./Science Teachers).

Evaluation

1.Monthly site developed assessment results 2. Student participation in science projects 3. 2006 FCAT Science Test results.

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.)

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement

Needs Assessment

Parental involvement trends at Miami Northwestern Senior High School reveals that attendance has been high at extracurricular activities such as; Athletics games, PAVAC performances, JROTC competitions, and band related events. Currently, parental involvement at academically related events (e.g., PTSA, EESAC, FCAT informational sessions, Reading Workshops) have been low. Therefore, a need has been identified to increase parent attendance at academically related events. The following needs have been identified to reduce this trend (a) the need to expand existing student recognition to promote positive parental involvement b) the need to sponsor more parental workshops to promote education skills at home c) the need to provide parental interaction with the school social worker as well as teachers c) provide parents' opportunities to attend informational sessions regarding FCAT graduation requirements. The need to continue to host (PTSA) Parent-Teacher-Student-Association Campaigns to increase parent awareness at all grade levels Given school wide focus on increased opportunities for parental involvement in school-sponsored activities.

Measurable Objective

Given school wide focus on increased opportunities for parental involvement in school-sponsored activities, parent participation will increase by 12 percent in 2005-2006 as compared to 2004-2005, as evidenced by attendance records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Administrators, Community Involvement Specialist, Student Services Department	08/15/05	05/15/06
Encourage parents' active participation in decision-making groups/activities such as the PTA/PTSA, EESAC, Title I PAC?DAC, IEP and AIP meetings.	Administrators, Student Services Department	08/15/05	05/15/06
Encourage and promote increased community involvement through collaboration with DADe Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrators, Community Involvement Specialist	08/15/05	05/15/06
Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance.	Administrators, Teachers, Student Services Department	08/15/05	05/15/06
Meet with parents during FCAT score report distribution to discuss student score reports and areas of strength and improvements	Administrators, Reading and Math Coaches, Student Services Department, Teachers, Testing Chair	09/01/05	05/15/06
Distribute quarterly parental information.	Administrators, Reading and Math Coaches, Media Specialist, PTSA, EESAC, Student Services, Community Involvement Specialist	10/15/05	05/15/06
Expand and maintain the Parent Resource Center with materials and activities that support student achievement.	Administrators, Community Involvement Specialist, PTSA	09/15/05	05/15/06
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information and parent outreach sessions	Administrators, Reading and Math Coaches Community Involvement Specialist Career Specialist	09/01/05	05/15/06
Coordinate opportunities to showcase student projects at PTSA meetings	Administrators, PTSA, Media Specialist	10/15/05	05/15/06
Increase positive parent-school communications through conferences, mailings, telephone calls,	Administrators, Reading and Math Coaches, Student Services	08/15/05	05/15/06

flyers, brochures, school newspapers and parent workshops designed to increase parent awareness of core subject requirements and other pertinent information.	Department Community Involvement Specialist School Social Worker	
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Research-Based Programs

8-Step Continuous Improvement Model; PTSA

Professional Development

Reading and Math Coaches will provide sessions to parents to disseminate best practices and information regarding the Standards based exams.

Evaluation

National PTA Standards for Parent and Family Involvement Programs. Workshop attendance rosters/ PTSA membership rosters and agendas/ EESAC attendance rosters and agendas will be used to evaluate the parental involvement component.

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.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Provide a safe and disciplined learning environment for all students.

Needs Assessment

The results of from the FLDOE 2004-2005 report card indicate that there is a need for improvement in student behavior.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of 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
Implement a Transition Academy for ninth graders using Tools for Success first semester and Classroom Inc. second semester.	Administrators, Student Services, Teachers	08/01/05	5/26/06
Train students in peer mediation to peacefully resolve unsettled differences.	Administrators, TRUST Counselor, Guidance Counselors	09/15/05	05/15/06
Consider alternatives for outdoor suspension.	Administrators, Student Services Assistant Principal	08/15/05	05/15/06
Implement school-based violence and drug prevention programs and curricula.	Administrators, Trust Counselor, Student Services,	08/15/05	05/15/06
Identify safety training needs and provide appropriate training for entire staff.	Administrators, Student Services, School Resource Specialist	08/15/05	05/15/06
Identify programs and practices for improving attendance	Administrators, Student Services, School Social Worker	08/15/05	05/15/06
Establish a consistent, systematic, school-wide methodology for addressing behavior and discipline problems	Administrators, Student Services,	09/15/05	05/15/06

Research-Based Programs

Project PROUD, Safe Drug Free Schools, 5000 Role Models

Professional Development

Professional Development will be offered to students and teachers in Safe School Training, Project PROUD.

Evaluation

Monitor daily and end of grading period attendance. Monitor outdoor referrals and suspension rate; Review results of the 2006 School Climate Surveys.

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

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

GOAL 7 STATEMENT:

Students and teachers will increase the usage of FCAT Explorer, the Excelsior Electronic Gradebook and School Performance Indicator (SPI) other software programs.

Needs Assessment

According to the 2004 STaR School Profile, there are currently 160 student stations. Access to technology needs to be increased for teachers and students in all classrooms.

Measurable Objective

Given an emphasis on the use of educational technology, students and teachers access to computers will increase by 2% during the year 2005-2006 as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train teachers in the use of the Excelsior Electronic Grade book.	Administrators, Teachers and computer technicians	08/15/05	11/30/05
Identify valuable resources which must be acquired to effectively execute technology objectives.	Administrators, Micro systems Technician, Teachers and students	10/15/05	05/15/06
Provide Professional development in technology to teachers.	Administrators, Department Heads and Computer Technicians	08/15/05	05/15/06
Train Teachers and students in FCAT Explorer in order to enhance student achievement.	Administrators, Teachers and computer technicians	10/15/05	05/15/06
Train teachers in the use of SPI to evaluate student achievement.	Administrators, Department Heads, Test Chairperson, Computer Technicians	08/15/05	09/30/05

Research-Based Programs

Excelsior Electronic Gradebook, READ 180, Read XL, Reading Plus, and Classroom Inc.

Professional Development

Professional development to increase the use of technology will include training in the usage of School Performance Indicators (SPI), Excelsior Gradebook Training, READ 180, Reading Plus, Classroom Inc. and FCAT Explorer.

Evaluation

Evaluate growth and student participation in the use of technology as evidenced by the indicators built into the Reading Plus, READ 180, FCAT Explorer and other educational 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

GOAL 8 STATEMENT:

Students will develop interest and skills to promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Based upon the FITNESSGRAM Test summary from 2004-2005 Miami Northwestern Senior High Community School tested 33 percent of its students. Only 26 percent of the students were award recipients.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, Miami Northwestern Senior High Community School will increase the percentage of award recipients by three percentage points to 29 percent on the 2005-2006 administration of the Fitness Gram Test as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the fitness gram and administer a pre and post test to measure students performance	Administrators, Personal Fitness and Physical Education Instructors	10/15/05	05/15/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrator, School-site administrator, Personal Fitness and Physical Education Instructors	08/15/05	05/15/06
School site administrators should monitor the physical education program to ensure that the teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators	08/15/05	05/15/06

Research-Based Programs

FITNESSGRAM Test

Professional Development

FITNESSGRAM training for instructors of personal fitness and physical education will be offered to enhance student achievement.

Evaluation

Using the accompanying software for the FITNESSGRAM Test, prescriptive reports will be printed for each student. Data will be compared to 2004.

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

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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 9 STATEMENT:

To increase the enrollment in the Medical Magnet and PAVAC programs.

Needs Assessment

An analysis of the PAVAC and Medical Magnet Programs reveals that the percentage of the students enrolling in these programs need to be increased for the school year 2005-2006 given the total student population at Miami Northwestern Senior High School.

Measurable Objective

Given emphasis of the benefits for participating in PAVAC and Medical Magnet an increase of 5 percent in enrollment is projected for the 2005-2006 school year as compared to 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host Recruitment Fairs.	Administrators, Lead Teachers	10/15/05	12/15/05
Participate in school magnet/career fairs sponsored by targeted middle schools	Administrators, Lead teachers, Student Services Department	08/15/05	01/30/06
Participate in middle school articulation	Administrators, Lead Teachers, Student Services	08/15/05	05/15/06
Distribute Brochures to teachers and parents	Administrators, Lead Teachers, Student Services Department	08/15/05	01/15/06
Distribute News Releases to media highlighting magnet programs	Administrators, Teachers, Lead Teachers, Student Services, Community Specialist	08/15/05	05/15/06
Facilitate workshops at middle schools on magnet programs	Administrators, Lead Teachers	10/15/05	01/15/06

Research-Based Programs

Not Applicable

Professional Development

Participate in Lead Teacher Training Meetings to assist with recruiting and retaining Magnet students.
Participate in the FOCUS Continuous Improvement Model Training sessions.

Evaluation

Monitor recruitment activities, analyze and compare data on percentage of students recruited from 2004 to 2005.

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

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

GOAL 10 STATEMENT:

Miami Northwestern Senior High School will rank at or above the 40th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Northwestern ranked at the 38th percentile in 2003.

Measurable Objective

Miami Northwestern Senior High School will improve its ranking on the State of Florida ROI index publication from the 38th percentile in 2003 to the 40th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators, Teachers	09/15/05	05/15/06
Collaborate with the district on resource allocation	Administrators	08/15/05	05/15/05
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Administrators	08/15/05	05/15/06
Consider shared use of facilities, partnering with community agencies.	Administrators	08/15/05	05/15/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Northwestern Senior High School will show progress toward reaching the 40th percentile.

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

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

GOAL 11 STATEMENT:

Increase the percentage of students graduating in all NCLB subgroups.

Needs Assessment

At Miami Northwestern Senior High School the following subgroups did not meet the graduation proficiency category of No Child Left Behind (NCLB). Total graduation rate 48 percent, Black Graduation rate 48 percent, Hispanic graduation rate 43 percent, Free and Reduced Lunch graduation rate 36 percent, Students with Disabilities graduation rate 32 percent. In order to make Adequate Yearly Progress (AYP) each subgroup must increase the graduation rate by at least one percent in 2006.

Measurable Objective

For the graduation rate category to achieve Adequate Yearly Progress (AYP), the percentage of students graduating from Miami Northwestern Senior High School will increase by one percent to 49 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development.	Administrators, Student Services, Administration	08/15/05	05/15/06
Safe Schools Facilitators will provide support and assistance for the improvement of academic achievement by enhancing the school climate and promoting a positive learning environment.	Administrators, Student Services	08/15/05	05/15/06
Sustain the implementation of Tools for Success, transition course for ninth grade students.	Administrators, Teachers	08/15/05	05/15/06
Develop student/career services team learner outcomes using standards and benchmarks from the Standards-Based Student Career Development Program that will address students at-risk for dropping out of school.	Administrators, Student Services	08/15/05	05/15/06
Sustain the implementation of Tools for Success, transition course for ninth grade students.	Administrators, Teachers	08/15/05	05/15/06
Research community partnerships associated with career themes.	Administrators, Career Specialists	08/15/05	05/15/06

Research-Based Programs

Not Applicable

Professional Development

Provide teachers with planning time to develop teams for at-risk students. Provide School to Career trainings to school site staff. Provide teachers with planning time to develop mentoring programs and career fairs.

Evaluation

Monitor regular attendance rates and attendance during quarterly assessment testing periods to determine if attendance goals are met. Implement attendance incentives/programs supported by EESAC.

EESAC Compliance

YES	NO	
<input type="checkbox"/>	<input checked="" 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:

Training:

Instructional Materials:

Technology:

Staffing:

Student Support Services:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent