
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7541 - North Miami Beach Senior High School

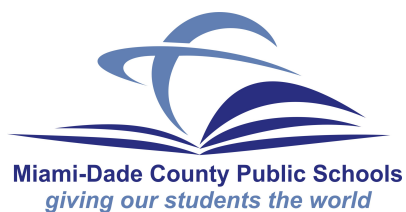
FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: RAYMOND FONTANA

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

North Miami Beach Senior High School

North Miami Beach Senior High School is a full-service high school that houses the Biomedical Environmental Advancement Magnet (BEAM). "Charging Ahead...One Vision" is the focus of this school which serves a culturally and ethnically diverse population. The school serves a student body of 2,947 students, 67 percent of whom are Black, 22 percent are Hispanic, seven (7) percent are White, three (3) percent are Asian, and one (1) percent of the population is Indian and Multi-racial.

Emphasis for the 2005-2006 school year is placed on academic achievement, critical thinking, and action learning strategies across the curriculum with infusion of School-To-Career initiatives. Our school goals are in alignment with the district's initiative to implement strategies that promote student achievement and accountability at all levels.

The state-of-the-art science wing accommodates science classes and BEAM (Biomedical and Environmental Advancement Magnet.) BEAM focuses on the Biomedical and Environmental fields with state-of-the-art science, computer, and technology laboratories. Furthermore, a new 24 classroom building has been added to the school. This building houses our English and Reading departments which allows for greater collaboration of teachers in reference to level of expectations of students, as well as student achievement. The Mathematics, English, and Reading departments have expanded their role in appropriately preparing our students for the FCAT tests. All teachers are focusing their attention on reading and writing as a daily activity in all disciplines and at all levels of learning in order to increase the mastery rate on the FCAT reading test. Technology and its infusion into the curriculum is a top priority at this school with numerous computer technology labs set up. Professional development related to maximizing learning through applied technology standards will be implemented. The Career and Research Ramp-Up course will be initiated for all ninth graders. This course has been established to help ninth grade students with the transition of moving to high school. Additionally, a "Truancy Intervention Program" will be continued at the school to address chronic attendance problems. With a focused vision and support of our program and the entire school community, we will implement a full-service high school built upon standards of excellence.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher in reading on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, 50 percent of students in grades 9 and 10 scoring in the lowest 25 percent will make learning gains in reading on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 10 will increase their writing performance as evidenced by 85 percent of the students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Given instruction using Sunshine State Standards, Hispanic students in grade 10 will increase their writing performance by 1 percent as evidenced by 84 percent of students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Given instruction using Sunshine State Standards, Limited English Proficiency students in grade 10 will increase their writing performance by 1 percent as evidenced by 84 percent of students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet the District's mean scale score of 275 on the 2006 Florida Comprehensive Assessment Test (FCAT) Science Test.

Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate a 5% increase in parental and community involvement from 35% to 40% as evidenced by attendance logs for school-wide programs for the 2005-2006 school year.

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of outdoor suspensions from 542 to 515 students during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis to increase student's utilization of technology, North Miami Beach Senior High School will improve student utilization of technology by increasing the number of student stations and lab usage from 5 percent in 2004-2005 to 10 percent in 2005 -2006 based upon attendance logs in the Media Center.

Given instruction based upon the National Standards of Physical Education, FITNESSGRAM, students will improve their fitness by a three percent increase in the number of award winners from 70 percent to 73 percent as evidenced by the 2005-2006 results.

Given instruction using the Sunshine State Standards, student enrollment in Gifted (Advanced Academics) will increase 3 percent, from 262 to 270, as evidenced by Gifted and Gifted Plan B referrals for the 2005-2006 school year.

North Miami Beach Senior High School will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 68th percentile on the next publication of the index.

Given instruction using the Sunshine State Standards, North Miami Beach Senior High School will increase the graduation rate by 1% from 56 percent to 57 percent as evidenced by the NCLB School Public Accountability Report for 2003-04.

North Miami Beach Senior High will continue to strive for academic excellence. In this process we will make certain customer satisfaction and stakeholder engagement is one of top priority. The staff views our leadership in high regards, as evidence by the School Performance Survey. Two areas of needed improvement are teacher input and staff knowing more information about the finances of the school. In order to improve the staff's perception of not feeling included, the administration will utilize school email to disseminate information, as well as share budgetary information at faculty meetings to allow staff members the opportunity for input.

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.

North Miami Beach Senior High School

VISION

North Miami Beach Senior High School's vision is to promote an environment of learning in which all students will reach their maximum potential in order to find success in postsecondary education and in the world of work. To this end, our vision is to provide students with quality instruction and educational strategies that will promote academic growth and encourage students to aspire to perform above the minimum standards set forth by the state. "Charging Ahead.....One Vision" is the philosophy guiding our administration, faculty, staff, students, parents, and community partners. With shared values and a clear vision, we will realize quality outcomes.

MISSION

Guided by the vision of North Miami Beach Senior High School, our mission is to create a safe and effective learning environment which will provides students with a quality education in which all students can experience academic, social, and career-related success in becoming lifelong learners in our ever-changing technological and global society.

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 our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

North Miami Beach Senior High School, located at 1247 N.E. 167 Street, North Miami Beach, Florida 33162, is situated on 18.85 acres of land in North Miami Beach. Constructed in 1971, the school consists of one large three story building with eleven adjoining portable buildings. Major renovations include the addition of a third story science and technology wing, a full-service clinic, outdoor food area, and a new 24 classroom building (concretable). The entire main building has been retrofitted to provide Internet access to all of the classrooms and all of the portable buildings. Several sites through out the building have been fitted with wireless Internet access. The main building includes a total of eight computer labs, media center, closed-circuit television system, and a state-of-the-art security system. A mobile computer lab, equipped with 30 wireless Internet access laptops, is available for checkout by teachers.

North Miami Beach Senior serves students in grades 9-12 in a multi-cultural urban community, which is composed of a lower to middle socio-economic population. The school serves a student body of 2,947 students, 67 percent of whom are Black, 22 percent are Hispanic, seven(7) percent are White, three(3) percent are Asian, and one(1) percent of the population is Indian and Multi-racial. Students with disabilities make up approximately 11 percent of the student body, and approximately 53 percent of the students have been identified as Limited English Proficient students (Levels 1-5), with eight(8) percent still receiving ESOL/LEP classes (Levels 1-4). We have a current enrollment of 262 students in the Gifted program, roughly nine(9) percent of the student body. As of this time, we have approximately 58 percent of our students qualifying for free and reduced lunch.

School Foundation

Leadership:

The administrative team actively solicits and involves the school leadership in setting goals and objectives, including maintenance of a positive, collaborative school climate. In developing the vision and mission, the members of the Curriculum Council discussed the pertinent issues, represented the concerns of their academic departments, and arrived at consensus. We extended our collaborative endeavor to EESAC, which also contributed in terms of ideas and commitment. The PTSA leadership was also included in our effort, and a general consensus evolved which all of the stakeholders endorsed.

District Strategic Planning Alignment:

The 2005-2006 SIP addresses all of the District Strategic Goals, as our magnet academies and small learning communities are designed to prepare students to be successful participants in the global economy. Our partnerships with business and community stakeholders and our EESAC are also designed to facilitate this goal. Additionally, parent involvement and community support are considered key to our success. We maintain a close relationship with our PTSA and EESAC, and we actively solicit parent involvement at our activities, including Open House, athletics, clubs, and activities. We strive to engage parents as well as the community as partners in the well-rounded education of our students. Furthermore, it is good business practice to continuously monitor and adjust business practices. We continuously monitor our internal policies and procedures as well as adherence to Region and District policies and procedures in order to streamline an effective infrastructure that supports our mission. Finally, the district endeavors to recruit and retain high quality personnel. We have been very successful in doing that, as more than 70% of the faculty have been employed at this site for at least ten years. We actively recruit the best personnel as a function of enrollment and programmatic expansion as well as minor attrition. Our staff rated this area at an average of 4.1. The staff agrees that our school goals are in alignment with district goals.

Stakeholder Engagement:

North Miami Beach Senior High School rated 4.0 in the category of stakeholder engagement. The staff understands the importance and responsibility they have in ensuring all customers are satisfied. They maintain contact with parents through parent conferences and the electronic gradebook, which allows parents to view student progress daily. Our staff feels they are a part of the decision-making process to solve customer problems and are satisfied with the relationship between school, teacher, and home.

Faculty & Staff:

North Miami Beach Senior High School's teacher mentoring program conforms to the standards and procedures set forth by the District Professional Assessment and Comprehensive Evaluation System (PACES). Beginning teachers are identified and scheduled to participate in District and school-site orientations and in-services to familiarize them with policies and procedures set forth by Miami-Dade County Public Schools. Annual contract teachers are assigned to a Professional Growth Team which is mutually agreed to by the teacher and the administration and serves as a scaffolding type of assistance where new teachers can seek guidance and advice for success in the classroom environment. Annual contract teachers are observed twice during the school year for annual assessment purposes. The Professional Growth Team meets with the beginning teacher twice during the year to analyze and discuss lesson plans before they are implemented in class for formal observations. Beginning teachers maintain an activity log

which is monitored by their Professional Growth Team to ensure that teaching requirements are being met successfully. In addition to the District PACES mentoring requirements, North Miami Beach Senior offers beginning teachers and teachers new to the school a monthly inservice activity focusing on instructional improvement in the classroom.

Data/Information/Knowledge Management:

We administer biweekly assessments that are electronically scored with the results immediately made available to the teachers. Administrators seek to confirm that the generated data are being used by the teachers in planning the delivery of their curricula to more effectively meet the needs of the students. The electronic gradebook enables teachers, administrators, and parents to monitor student progress on a daily basis. Elective and content area teachers are expected to utilize the SPI database to target weaknesses of individual students within the context of their curricula. Department heads for Language Arts, Reading, Mathematics, and Science assist in monitoring for data-driven instruction.

Education Design:

North Miami Beach Senior High School will be utilizing the research-based, data-driven, and results-oriented 8-Step Continuous Improvement Model (CIM). This model has been successfully implemented by the Brazensport Independent School District in Texas. It integrates the philosophies of both the Total Quality Management (TQM) research and the Effective Schools Research. This improvement model seeks to improve teaching and learning through data disaggregation, establishment of instructional timelines, instructional focus, assessments, reinforcement and monitoring progress. North Miami Beach Senior High School offers students FCAT enhancement classes through a seventh period in the areas of mathematics, reading, and writing. Students are targeted and required to attend the daily seventh period class. Program success is determined by student attendance and performance on standardized tests. Students are further broken down into LEP and SWD seventh period classes. Pull-out classes are offered during the school day by a part-time FCAT coach working on reading and mathematics skills. Additionally, the Thirteenth Year Summer Remediation Program runs for two consecutive weeks in the summer to offer students an opportunity to enhance their mastery of the Sunshine State Standards as evidenced by an increase in the number of students meeting Florida's FCAT graduation requirement.

Performance Results:

North Miami Beach Senior High School average score was 4.0. The staff is very satisfied with their jobs, but feel more teacher input is necessary to ensure the success of our students. This year our goal is to raise student achievement, improve classroom management, and increase our graduation rate. The expectation is that the drop-out rate will decrease by at least 1%, and there will be at least a 3% reduction in the number of outdoor suspensions as compared to the 2004-2005 school year. We expect an increase in student achievement as evidenced by FCAT scores in Reading, Mathematics, and Writing. We also expect that, given the support in reading and mathematics, our students will demonstrate mastery of science skills as aligned with the new FCAT Science subtest.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at all levels will be able to employ skills necessary to read and think critically throughout the academic and elective disciplines.

Needs Assessment

Data results from the 2004-05 FCAT Reading test indicate that 21 percent of 10th graders performed at or above Level 3 and 23 percent of 9th graders performed at or above Level 3. This data indicates that the majority of our 9th and 10th grade students are still reading below grade level. Our level 1 students, which is comprised of 48 percent 9th graders and 54 percent 10th graders require intervention strategies particularly to increase vocabulary comprehension, word meaning, main idea, causal relationships, and reference research. Data indicates that students need to build on their vocabulary skills to increase reading comprehension. Extensive reading of a variety of materials is necessary throughout the curriculum to enhance vocabulary acquisition

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 checked="" 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 using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher in reading on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, 50 percent of students in grades 9 and 10 scoring in the lowest 25 percent will make learning gains in reading on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring at Level 1 and Level 2 on the FCAT and not making acceptable learning gains and assign to a remedial reading course	Assistant Principal for Curriculum Department Chairperson Classroom teachers	08/08/05	05/23/06
Utilize best practices and effective strategies (CRISS, Reciprocal Teaching, QAR's, Graphic Organizers, and FCAT Task Cards)	Assistant Principal for Curriculum Reading/English Department Chairpersons Reading Teachers English Teachers	08/08/05	05/23/06
Provide teachers with available data to analyze and assess progress of their students	Assistant Principal for Curriculum Department Chairperson	08/08/05	05/23/06

Analyze data to examine causes related to the low percentage of students meeting high standards	Assistant Principal for Curriculum Department Chairperson	08/08/05	05/23/06
Continue with existing school-wide reading program during homeroom that has enabled the students to make substantial learning gains	Assistant Principal for Curriculum Department Chairperson All classroom teachers	08/08/05	05/23/06
Provide small group tutoring and at-home supporting activities to students scoring Level 1 and Level 2 in reading	Assistant Principal for Curriculum FCAT Pull-out Teacher Department Chairperson Reading Teachers	08/08/05	05/23/06
Develop and implement scope and sequence planning to map out all of the tested benchmarks and ensure that they are covered prior to the FCAT testing date	Assistant Principal for Curriculum Reading/English Department Chairpersons Reading Teachers English Teachers	08/08/05	02/03/06
Implement Miami-Dade County Public Schools Comprehensive Reading Plan, specifically targeting all NCLB subgroups	Administrative Team Reading Department Chairperson All classroom teachers	08/08/05	05/23/06
Provide appropriate incentives to increase seventh period attendance rates	Department Chairperson FCAT Pull-out Teacher	08/08/05	05/23/06
Enrich and expand the reading program to include a "buddy reading" component	Department Chairperson Reading Teachers English Teachers	08/08/05	05/23/06

Research-Based Programs

Read XL Basal Textbook

Read 180

Professional Development

Creating Independence through Student-owned Strategies (CRISS) EduSoft Software.

FCAT Explorer

Read 180

Test Tools

FCAT Explorer

Assess2Learn

Curriculum Mapping

Newspapers In Education (NIE)

Data Driven Decision Making

Evaluation

2006 Florida Comprehensive Assessment Test (FCAT) Reading

District generated quarterly assessments (EduSoft)

Gates MacGinitie

Scholastic Reading Inventory (SRI) Scores

School generated assessments (EduSoft)

Student attendance at tutoring and seventh period classes

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

GOAL 2 STATEMENT:

All students will increase performance in mathematics.

Needs Assessment

Data results from the 2004-05 FCAT Mathematics test indicate that 51 percent of 10th graders performed at or above Level 3 and 44 percent of 9th graders performed at or above Level 3. This data indicates that the majority of our 9th grade students are still performing below grade level in mathematics. Our Level 1 students, which are comprised of 33 percent 9th graders and 24 percent 10th graders require intervention strategies to increase measurement scoring, algebraic thinking, data analysis. Throughout all grade levels students need to develop a better understanding of collecting, analyzing, making inferences, and using meaningful data.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data to examine causes related to the low percentage of students meeting high standards	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Correlate mathematics and science activities to promote and develop skills applicable to real-world problems	Assistant Principal for Curriculum Mathematics/Science Department Chairpersons Mathematics Teachers	08/08/05	05/23/06
Provide all 9, 10, 11, and 12 grade students who did not pass the FCAT with a supplemental FCAT mathematics book that will reinforce benchmarks	Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Provide remedial mathematics classes to targeted students	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Target students in all subgroup populations to participate in academically advanced classes (Gifted, Honors, AP)	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Identify students scoring in the low range of the FCAT and not making acceptable learning gains to provide appropriate interventions	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06

Provide small group tutoring and at-home supporting activities to students score in the low range on mathematics	Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Provide teachers with available data to analyze and assess progress of their students	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers	08/08/05	05/23/06
Provide appropriate incentives to increase seventh period attendance rates	Assistant Principal for Curriculum Mathematics Department Chairperson Mathematics Teachers FCAT Pull-out Teacher	08/08/05	05/23/06

Research-Based Programs

Glencoe Mathematics Textbook
Riverdeep

Professional Development

Creating Independence through Student-owned Strategies (CRISS) EduSoft Software
FCAT Explorer
Test Tools

Evaluation

2006 Florida Comprehensive Assessment Test (FCAT) Mathematics
Creating Independence through Student-owned Strategies (CRISS) EduSoft Software
FCAT Explorer
Read 180
Test Tools
FCAT Explorer
Assess2Learn
Curriculum Mapping
Data Driven Decision Making

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will be able to effectively communicate their ideas through writing, which will reflect the mastery of the rules of standard written English.

Needs Assessment

Data results from the 2004-05 FCAT Writing test indicate that 83 percent of 10th graders performed at or above Level 3.5. This data indicates that 17 percent of our 10th grade students are still writing below grade level. Our Level 1 students, which are comprised of 48 percent 9th graders and 54 percent 10th graders require intervention strategies to improve expository writing in the areas of focus, organization, support, and conventions. Students need continued practice in writing extended responses to content-based questions and persuasive essays.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will increase their writing performance as evidenced by 85 percent of the students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Given instruction using Sunshine State Standards, Hispanic students in grade 10 will increase their writing performance by 1 percent as evidenced by 84 percent of students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Given instruction using Sunshine State Standards, Limited English Proficiency students in grade 10 will increase their writing performance by 1 percent as evidenced by 84 percent of students reaching the State mastery level as documented by scores on the 2006 administration of the Florida Comprehensive Assessment (FCAT) Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data to examine causes related to the low percentage of students meeting high standards	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Provide teachers with available data to be able to analyze and assess progress of their students	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Provide writing prompts on School-To-Career topics across all grade levels as a means for all students to discover occupational interests	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Provide targeted students with seventh period FCAT Writing remediation classes	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Require school-wide emphasis on higher level thinking skills that will be demonstrated in writing assignments across the curriculum	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Identify students scoring in the low range of the FCAT and not making acceptable learning gains to provide appropriate interventions	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Administer all 10th grade students a writing pre, progress, and posttest	Assistant Principal for Curriculum English Department Chairperson English Teachers	08/08/05	05/23/06
Provide all teaching staff with professional	Assistant Principal for Curriculum	08/08/05	05/23/06

development activities that include information about successful research-based writing instructional strategies specifically providing relevant information on effective strategies and best practices to use when dealing with LEP and SWD students	English/ESOL Department Chairpersons English Teachers		
Provide appropriate incentives to increase seventh period attendance rates	Assistant Principal for Curriculum English Department Chairperson English Teachers FCAT Pull-out Teacher	08/08/05	05/23/06

Research-Based Programs

Glencoe Literature Book

Professional Development

Creating Independence through Student-owned Strategies (CRISS) FCAT Writing
Writing Rubrics Training

Evaluation

2006 Florida Comprehensive Assessment Test (FCAT) Writing
District generated writing assessments
School generated assessments
Student attendance at tutoring and seventh period classes

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

GOAL 4 STATEMENT:

Students will be able to use scientific thinking skills and understand material in the physical, chemical, earth, space, and life sciences.

Needs Assessment

Analysis of the science data collected for the 11th grade students tested during the 2004-2005 school year indicates that the average mean scale score was 261, an increase of 13 percentage points from the previous testing year. Based on the data collected, students have inadequate background knowledge of Physical, Earth Space, and Chemical science. Students need additional practice in collecting, measuring and analyzing data, distinguishing between qualitative and quantitative data, interpreting data from charts, graphs, and visual representations, and the steps of the scientific method.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet the District's mean scale score of 275 on the 2006 Florida Comprehensive Assessment Test (FCAT) Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and utilize a scope and sequence plan which will integrate the Physical Science, Earth Space Science, and Scientific Thinking benchmarks throughout the Biology and Earth Space Science curriculum	Assistant Principal for Curriculum Science Department Chairperson Science Teachers Curriculum Support Personnel in Science	08/08/05	05/23/06
Examine causes related to the low percentage of students demonstrating mastery in the science skills	Science Department Chairperson Science Teachers	08/08/05	05/23/06
Administer a quarterly assessment to students in the Biology and Earth Space Science classes	Assistant Principal for Curriculum Science Department Chairperson Science Teachers	08/08/05	05/23/06
Monitor classroom instruction and lesson plans to ensure that benchmarks are being addressed	Assistant Principal for Curriculum Administrative Staff	08/08/05	05/23/06
Increase the use of process skills through group work in writing, technology, and inquiry-based activities in science classes	Assistant Principal for Curriculum Science Department Chairperson Science Teachers Curriculum Support Personnel in Science	08/08/05	05/23/06
Identify students scoring poorly on the quarterly assessments to provide appropriate interventions	Science Department Chairperson Science Teachers	08/08/05	05/23/06
Utilize effective teaching strategies such as Reciprocal Teaching, CRISS, and hands-on teaching to increase comprehension of skills	Assistant Principal for Curriculum Science/English Department Chairperson Science Teachers Curriculum Support Personnel in Writing/Science	08/08/05	05/23/06

Research-Based Programs

Earth Space Science Textbook
Biology Web of Life Textbook

Professional Development

Creating Independence through Student-owned Strategies (CRISS) EduSoft Software
FCAT Explorer
Read 180
Test Tools
FCAT Explorer
Assess2Learn
Curriculum Mapping
Riverdeep
Data Driven Decision Making

Evaluation

2006 Florida Comprehensive Assessment Test (FCAT) Science
District Assessment Instruments
Assess2Learn
School-site created assessments

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

GOAL 5 STATEMENT:

North Miami Beach Senior High will increase parental and community involvement in order to extend the school community and foster a collaborative network of support for student learning.

Needs Assessment

Accommodating a diverse student body which includes a high minority and immigrant population is particularly challenging when addressing parental involvement. All stakeholders must be involved to positively affect a community which provides programs and improvements to increase a more productive learning and working environment.

Measurable Objective

Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate a 5% increase in parental and community involvement from 35% to 40% as evidenced by attendance logs for school-wide programs for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase exposure for PTSA meetings and events	Assistant Principal for Activities PTSA President	08/08/05	05/23/06
Increase workshops for parents	Parent Academy PTSA President	08/08/05	05/23/06
Increase involvement with North Miami Beach Chamber of Commerce	Principal Career Specialist	08/08/05	05/23/06
Increase involvement with advisory councils for Vocational and Academy areas	Academy Lead Teachers Small Learning Communities Lead Teachers Administrators	08/08/05	05/23/06
Increase participation at Back to School Night	Activities Director PTSA President Administrative Staff	08/08/05	09/27/05
Increase FCAT workshops for parents	Assistant Principal for Curriculum Department Chairpersons PTSA	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

PTSA Attendance Logs

EESAC Attendance Logs

BEAM Parent Night Attendance Logs

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

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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:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to increase their compliance to school rules on discipline and safety.

Needs Assessment

A review of the data associated with the Student Case Management System indicates there is a need for improvement in student behavior. The data regarding the number of indoor and outdoor suspensions indicate a need to reduce causative behavior that precipitates the removal of a student from class or school. There is a need to investigate and implement a variety of alternatives to suspension to effect a reduction in the number of suspensions.

Measurable Objective

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of outdoor suspensions from 542 to 515 students 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
Provide teacher Interventions such as one-on-one conferences with students	Administrative Staff Teachers	08/08/05	05/23/06
Establish parent contacts/ group conferences with teachers	Classroom Teachers	08/08/05	05/23/06
Utilize peer mediation	Counselors TRUST Counselor	08/08/05	05/23/06
Provide referral to counseling services/ TRUST counselor	TRUST Counselor Classroom Teacher Administrative Staff	08/08/05	05/23/06
Establish detentions/Saturday Work Detail- Alternative to Suspension	Administrative Staff	08/08/05	05/23/06
Implement greater Administrative and School Monitor presence	Administrative Staff School Monitors	08/08/05	05/23/06
Provide referral for evaluation	Administrative Staff Classroom Teachers Counselors	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow greater opportunities for stakeholders to participate in the maintenance of discipline.

Evaluation

Monitor suspension rates through ITS reports

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 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 7 STATEMENT:

North Miami Beach Senior High School will utilize technology as a tool to advance significant changes in learning practices across the curriculum.

Needs Assessment

While students use technology for a wide range of purposes at North Miami Beach Senior High School, resources were not always available due to overcrowded classrooms and lack of technological equipment. Student's access to FCAT practice software, software to develop vocabulary, as well as software which addresses higher order thinking skills were often not available and a variety of curriculum were also limited.

Measurable Objective

Given emphasis to increase student's utilization of technology, North Miami Beach Senior High School will improve student utilization of technology by increasing the number of student stations and lab usage from 5 percent in 2004-2005 to 10 percent in 2005 -2006 based upon attendance logs in the Media Center.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase use of Media Center	Media Specialist Classroom Teacher	08/08/05	05/23/06
Increase use of Mobile Labs	Classroom Teachers Audio/Visual Personnel	08/08/05	05/23/06
Installation and use of Remedial Software Programs	Audio/Visual Personnel Department Chairpersons Classroom Teachers	08/08/05	05/23/06
Increase use of computer projectors in the classroom	Classroom Teachers Department Chairpersons	08/08/05	05/23/06
Increase teacher training in technology	Assistant Principal for Curriculum Audio/Visual Personnel	08/08/05	05/23/06
Install Read 180 labs	Audio/Visual Personnel	08/08/05	05/23/06

Research-Based Programs

Read 180

Professional Development

Implement teacher training in the use of computer projectors and mobile lab.

Implement teacher training for Read 180.

Implement teacher training in use of Access to Learn, Test Tools, and grade book workshops.

Evaluation

Attendance/Usage Logs in the Media Center

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 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 8 STATEMENT:

North Miami Beach Senior High School will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

The incidence of obesity among American teenagers is 12%-15%. Obesity is more common in girls. One study reported a high prevalence of obesity in 14 year old girls (32.4%) compared to 14 year old boys (3.6%). There is also a higher rate of obesity amongst adolescents from a low socio-economic class as opposed to a higher one. In the high school setting where "junk food" is often available, students are not receiving the best nutrition. The FitnessGRAM will provide students the opportunity to learn good health and proper nutrition.

Measurable Objective

Given instruction based upon the National Standards of Physical Education, FITNESSGRAM, students will improve their fitness by a three percent increase in the number of award winners from 70 percent to 73 percent as evidenced by the 2005-2006 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assess both student achievement and programmatic success in meeting the goals and objectives of physical education	Department Chairperson Teachers	08/08/05	05/23/06
School site administrators should monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	All Administrative Staff	08/08/05	05/23/06
Utilize physical education department chairperson to develop an action plan for our school to insure input from the department to meet the goals and objectives as stated	Administrative Staff Department Chairperson	08/08/05	05/23/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis	Assistant Principal for Curriculum Department Chairperson Classroom Teacher	08/08/05	05/23/06
Promote school-wide fitness and nutrition	All Administrative Staff Department Chairperson Cafeteria Manager PE Teachers	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

Provide teachers with in-services related to fitness, health, and nutrition.

Train teachers to utilize technology to access information related to fitness, health, and nutrition.

Evaluation

Results from the 2005-2006 FITNESSGRAM Test

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 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:

North Miami Beach Senior High School will expand opportunities for enrollment in Advanced Academics Programs.

Needs Assessment

North Miami Beach Senior High School continues to strive for excellence despite a large change in demographics and recent immigrant population. Participation in advanced academics has been proven to greatly enhance the learning experience especially for minority and underprivileged students.

Career Academies are a school reform model intended to better prepare students for success in both the world of work and postsecondary education. North Miami Beach Senior High intends to extend these opportunities to all 9th grade students in the coming year.

Measurable Objective

Given instruction using the Sunshine State Standards, student enrollment in Gifted (Advanced Academics) will increase 3 percent, from 262 to 270, as evidenced by Gifted and Gifted Plan B referrals for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey teachers to submit student names recommended for advanced academic classes	Assistant Principal for Curriculum Department Chairpersons Classroom Teachers Counselors	08/08/05	05/23/06
Increase offerings for advanced academic classes	Principal Assistant Principal for Curriculum	08/08/05	05/23/06
Provide professional development for AP teachers	Assistant Principal for Curriculum	08/08/05	05/23/06
Increase offerings for academy classes	Principal Assistant Principal for Curriculum	08/08/05	05/23/06
Articulate with Middle School to increase academy enrollment	Assistant Principal for Curriculum Academy Lead Teachers	08/08/05	05/23/06
Attend professional development and workshops related to academy focus and smaller learning communities	Assistant Principal for Curriculum Academy Lead Teachers	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

AP District Workshops
AP National Workshops
Industry focus workshops
Academy focus workshops

Evaluation

Number of students enrolled in Gifted courses

Master Schedule

ITS Reports

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 checked="" type="checkbox"/>	<input 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 10 STATEMENT:

North Miami Beach Senior High School will rank at or above the 90th percentile statewide in the ROI index of value.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, North Miami Beach Senior High School ranked at the 67th percentile on the State of Florida ROI index.

Measurable Objective

North Miami Beach Senior High School will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 68th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	All Administrative Staff All Department Chairpersons All Staff	08/08/05	05/23/06
2. Collaborate with the district on resource allocation	Principal	08/08/05	05/23/06
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal EESAC Chairperson	08/08/05	05/23/06
4. Consider shared use of facilities, partnering with community agencies.	Principal Career Specialist	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, North Miami Beach Senior High School will show progress toward reaching the 68th 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.)

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 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 11 STATEMENT:

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

Needs Assessment

North Miami Beach Senior High School strives to ensure that students graduate and are prepared to enter the workforce and postsecondary education. Currently our school falls below both the district and state graduation averages. These troubling statistics has caused the administration and staff at our school to implement programs and reform to address this problem.

Measurable Objective

Given instruction using the Sunshine State Standards, North Miami Beach Senior High School will increase the graduation rate by 1% from 56 percent to 57 percent as evidenced by the NCLB School Public Accountability Report for 2003-04.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase involvement in academy model smaller learning communities.	Assistant Principal for Curriculum Academy Lead Teachers	08/08/05	05/23/06
2. Counsel students for appropriate levels and graduation options.	Guidance Counselors CAP Advisors	08/08/05	05/23/06
3. Provide 7th period remediation class	Assistant Principal for Curriculum Counselors	08/08/05	05/23/06
4. Provide FCAT tutoring	Assistant Principal for Curriculum FCAT Liaison	08/08/05	05/23/06
5. Provide a diverse curriculum including a wide range of vocational courses	Assistant Principal for Curriculum Department Chairperson Counselors	08/08/05	05/23/06
6. Increase parental involvement	Administrative Staff PTSA Activities Director Career Specialist	08/08/05	05/23/06

Research-Based Programs

Not Applicable

Professional Development

Technology

META

ESE

Vocational workshops

Evaluation

North Miami Beach Senior High School graduation rate increased by 1% as evidenced by the NCLB School Public Accountability Report for 2005-2006

The number of students graduating

EESAC Compliance

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:

The EESAC allocates funds to ensure alignment with SIP goals. Funding is given towards training of staff, afterschool tutorials, Saturday FCAT Academy, and incentives for students. All expenditures are approved for the express purpose of enhancing student achievement.

Training:

The EESAC recommends and allocates funding for training of all instructional staff to ensure that school-wide goals are being met, and that the focus is on student performance.

Instructional Materials:

The administration presents to EESAC those instructional materials under consideration to be utilized school-wide to ensure alignment with School Improvement Plan goals. EESAC is asked for its collaborative input as part of the process of making final decisions on these purchases.

Technology:

The EESAC recommends the purchase of state-of-the-art technology, and funds the replacement of outdated technology equipment in order to align the various curricula with the School Improvement Plan goals.

Staffing:

The EESAC reviews staffing allocations that are of interest to the Committee, such as school security monitors and the after-school remedial programs, and makes non-binding recommendations to administration.

Student Support Services:

The EESAC played an instrumental role in advocating for the presence of a Full Service Clinic staffed by doctors and/or practical nurses.

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

The EESAC reviews and recommends school-wide assessments to ensure alignment with SIP goals.

School Safety & Discipline:

The EESAC works collaboratively with administration in identifying specific areas of concern and generating workable solutions.

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