

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 7591 - North Miami Senior High School

*FeederPattern:* North Miami Senior

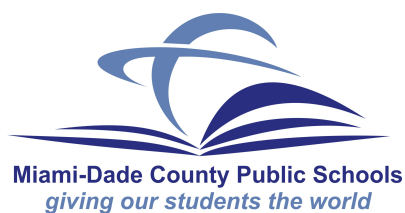
*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Carnell White

*Adult/Vocational  
Principal:* Jean Ridore

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *North Miami Senior High School*

---

North Miami Senior High School has developed and implemented a quality teaching and learning environment for over 3,200 students and 250 faculty and staff. At the end of the 2004-2005 school year, North Miami Senior High School earned a grade of D on the Florida Comprehensive Assessment Test (FCAT). Although learning gains were achieved in writing and mathematics, the school was still nine points shy of reaching "C" status. The school's grade level configuration is ninth through twelfth grade. The school's graduation rate among Seniors increased from 51% in 2004 to 63% in 2005. At the introduction of the 2005-2006 school year, North Miami Senior introduced interdisciplinary teaming by opening up three 9th grade interdisciplinary teams and implementing school uniforms for all students grades nine through twelve. The implementation of this interdisciplinary teaming philosophy and mandatory school uniform policy has provided a smooth transition for students entering high school from the middle school level and has provided a safer and more disciplined environment more conducive to teaching and learning for all students, faculty, and staff.

The International Baccalaureate program at North Miami Senior High School provides students an outstanding opportunity to receive the finest education in the world. North Miami graduates have attended or are currently attending the finest universities in the country including: Harvard, Yale, Stanford, Duke, Brown, MIT, Amherst, Swarthmore, Williams, and many others. In addition, many students prefer to stay in Florida where they receive excellent opportunities for scholarship and advanced credit towards graduation. The IB Program is rigorous. The IB curriculum spans all the major disciplines: mathematics, language arts, history, sciences, the arts and foreign languages. The program blends a variety of courses to ensure that students receive a comprehensive liberal arts education. Students completing the IB program are highly prepared for post-secondary work in universities throughout the world.

North Miami Senior is also home to the Health Science Medical Academy Program (HOSA). This program, endorsed by the U.S. and Florida Departments of Education and the Health Occupations Education Division of the association for Career and Technical Education, promotes career opportunities in the health care industry while reinforcing the basic skills in English, Mathematics, and Science appropriate for job preparation.

In addition to these dynamic student offerings, North Miami Senior offers students the Junior Reserve Officers Training Corps (JROTC). The JROTC program was established at North Miami Senior High in 1995 and is a self-development program in a military framework developed to teach and enhance good citizenship, patriotism, self-reliance, leadership, and responsiveness to constituted authority. In order to continue improving student achievement, North Miami Senior has implemented an FCAT tutorial program on Saturdays, benchmark calendars by departments, site-authored pre and progress assessments, and many professional development activities to assist teachers in the delivery of the curriculum.

Technology has become a key element in this venture. The school is completely networked and all teachers have access to e-mail, internet, and the district's intranet applications. With this development teachers are now able to access student data readily and analyze the data and make adjustments to the lessons according to the needs of the students. Teachers can communicate with administration, fellow colleagues, and Regional and district personnel quickly and efficiently. North Miami will begin training teachers on the implementation and utilization of the district's electronic grade book program through the Excelsior Pinnacle grade book program. This program will provide teachers, administration, counselors, students, and parents with a wealth of information as it relates to the individual child's academic progress in class, attendance, conduct, and many other applications. This program will become available for use October 2005.

Parent participation at the school is on the increase and is a key element for the 2005-2006 school year. Presently, PTA/PTSA membership is twice that of the 2004-2005 school year. Parent participation in school-centered activities has increased drastically along with partnerships from local businesses. These partnerships form a strong bond between school, students, parents, and community.

Given instruction based on the Sunshine State Standards, students in grade 9 and 10 will improve their reading skills as evidenced by 44% scoring 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 will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grade 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient students will improve their mathematics skills as evidenced by 50 percent of the students reaching the

state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, all students in grade 10 will improve their writing skills as evidenced by a 1% increase in the number of students scoring at the state required mastery level of a 3.5 or above from 84% to 85%, as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Writes Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their writing skills as evidenced by a 1% increase in the number of students scoring at the state required mastery level of a 3.5 or above from 42% to 43%, as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Writes 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 mean scale score of 275 as documented by the 2006 Florida Comprehensive Assessment Test (FCAT) in Science.

Given school-wide focus on parental involvement, PTA membership will increase by forty percent in 2005-2006 from 72 total members at the end of 2005 to 100 members at the end of the 2006 school year.

Given instruction utilizing the Code of Student Conduct, school-wide progressive discipline plan, and all safety to life procedures, the school's out-of-school suspension rate will decrease by 5% from 342 in 2005 to 325 for 2006.

With the implementation and infusion of technology school-wide and throughout the curriculum, there will be a 30% increase in the number of teachers advancing from "beginner" status of 47 teachers to "intermediate" status of 61 teachers in the utilization of e-mail, internet, intranet, and electronic grade book applications as evidenced by pre, progress, and post site-administered surveys.

Given instruction based on the standards of the Health Science Academy students will reach all occupational completion points with 90% of enrolled students reaching certification in First Responder and/or Health Unit Coordinator and will become eligible for employment or articulate to a Community College.

Given instruction utilizing the JROTC program, the number of students achieving a leadership education and training (LET) level 3 and 4 will increase 20% from 30 cadets to 30% 39 cadets for the 2005-2006

school year.

North Miami Senior High School will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2003 to the 63rd percentile on the next publication of the index.

Given instruction utilizing the Sunshine State Standards, the total graduation rate for the 2005-2006 school year will increase by 1% from 63% in 2005 to 64% in 2006.

Results of the 2005-2006 Organizational Performance Improvement Snapshot indicates that Strategic Planning and Process Management are two key elements that will be addressed at North Miami Senior High School. Strategic Planning was identified because the survey indicated that 63 participants felt that their ideas are not considered as the organization plans for the future and how those plans will affect them and their work and if progress is being made. This is a critical element to any organization's success. In order to address this issue, the communication and networking systems will be expanded to include all stakeholders. This process will be achieved by communicating through faculty, department, EESAC, and leadership team meetings. Surveys will be conducted through the faculty and staff and data analyzed. Ideas, suggestions, and comments will be discussed and reviewed.

Process Management is another key focus area. According to the survey, many participants felt as if they did not have good processes in place for doing their work or control over the processes that may already be in place. In addition, many participants responded that they do not collect information (data) about the quality of their work and how it is impacting the overall school environment. In order to address this issue, professional development activities are in place for instructional and non-instructional personnel that focus on time management and efficiency and how to develop and analyze processes as it relates to their work routines. Professional Learning Communities will be developed and implemented school-wide in order to foster open discussion regarding student achievement, professional development, strategic planning, analyzing data, and data driven instruction. These two key elements will be addressed by all stakeholders at North Miami Senior High School.

Throughout all of the academic, administrative, demographic, grade configuration, state-wide testing, and technological changes, North Miami Senior High School will continue to service the students, parents, and community. Adaptations will continue to be made in order for our students to obtain a quality education in order to become productive and successful citizens of the twenty-first century.

# 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 Senior High School

### VISION

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

### MISSION

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

## CORE VALUES

North Miami Senior High School is committed to facilitating educational change and supporting the development of productive citizens who respect and understand themselves and all others in our multicultural society, are emotionally, physically and socially healthy and possess the skills necessary to contribute to their community. We are committed to enhancing the learning and knowledge of all of our students by utilizing all existing resources in order to promote quality instruction and ensuring that all students will reach their maximum potential. The unique programs available at North Miami Senior High School build and support these core values and will serve as the foundation for student-centered learning and post-secondary success.

## *School Demographics*

---

North Miami Senior High School is a four year institution, which serves a multi-ethnic, multicultural student body, and community. It serves approximately 3200 students of which 27 percent have been classified as Exceptional Student Education (ESE) or English Speakers of Other Languages (ESOL). The data reveals that at the beginning of the 2005-2006 school year, ESE inclusion rates increased. There are a total of 349 ESE students included with a total average of 66.66% and 58.45% of ESE students spending 80% or more time with non-disabled students. The ethnic/racial makeup of the student population is 78 percent Black Non-Hispanic, 16 percent are Hispanic, three percent White Non-Hispanic, and two percent Asian/Indian/Multiracial. Approximately 45 percent have been identified for free or reduced lunch, and the mobility rate is approximately 37. (All of the instructional staff certified.) The faculty of 154 professionals is comprised of 75 males and 79 females; 43 faculty members have Masters degrees, and 24 have Specialist or Ph.D. degrees; 17 are beginning teachers. Ethnic composition is as follows: 42 percent White; 41 percent Black; 14 percent Hispanic; three percent Asian Pacific Indian; one percent Native American. North Miami Senior High School is an International Education Magnet, which gives many students a competitive edge that is not attainable in other schools.



# *School Foundation*

---

## ***Leadership:***

At North Miami Senior High School, leadership takes on many different roles and responsibilities. Referencing the Organizational Performance Self Assessment Survey, 90% of participants stated that they know the school's mission and how it is accomplished. However, only 49% of respondents agreed that the organization asks for their input as it relates to the vision and mission of the school. The overall average score for Category I was a 3.8.

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

According to the survey, 63 participants felt that their ideas are not considered as the organization plans for the future and how those plans will affect them and their work and if progress is being made. The overall average score of category 2 is 3.4.

## ***Stakeholder Engagement:***

The customer and market focus category indicates that 94% of respondents know who their most important customers are and 88% of respondents keep in touch with their customers. The overall average score for category 3 is a 4.1.

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

Sixty-seven percent of the respondents agreed that the people they work with cooperate and work as a team. Processes have been established to increase a team approach at the school site. These processes include but are not limited to: Professional Learning Communities, Interdisciplinary Teaming Philosophy, and Leadership Team Meetings. The overall average score for this category is a 3.6.

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

Ninety-six percent of the respondents agreed that they know how to measure the quality of their work and how to analyze and review the quality of their work to see if changes are needed. The overall average score for this category is a 4.1.

## ***Education Design:***

According to the survey, many respondents felt as if they did not have good processes in place for doing their work or control over the processes that may already be in place. In response to the data, Professional Learning Communities will be established, the implementation of extended learning opportunities, and the implementation of the School Improvement Plan to include all stakeholders. The overall average score for this category is a 3.5.

## ***Performance Results:***

According to the survey, 81% of respondents agreed that their customers were satisfied with their work and that their work products meet all of the requirements for high quality and excellence. However, only 54% know how well the organization is doing financially. These results can impact greatly the number of suspensions and dropout rate. The graduation rate increased by 12% for the 2004-2005 school year. Sixty-three percent of students graduated in 2005. The average score for category 7 is 3.6.

## 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 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 1 STATEMENT:***

Students will acquire the reading skills, competencies, and knowledge to master the requirements of the Sunshine State Standards in reading.

### ***Needs Assessment***

Results from the 2005 FCAT indicate that only 16% of 9th graders scored a three or above in Reading and that only 13% of 10th graders scored a three or above in Reading. Adequate yearly progress was not achieved. Only 15% of the student body scored at or above grade level in Reading. Scores indicate that only 18% of students are reading at or above grade level. Scores indicate that 42% of students made a year's worth of progress in reading and scores also indicate that 57% of struggling students made a year's worth of progress in reading. Analyzing the data according to content cluster, shows that students scored the lowest in words and phrases and comparisons. Students with Disabilities, African-American, Hispanic, Economically Disadvantaged and Limited English Proficiency students need improvement in Reading.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 9 and 10 will improve their reading skills as evidenced by 44% scoring 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 will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44% scoring a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44% scoring 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 research-based programs, such as, Holt Rhinehart, McDougall-Littell, Source Books, and Read 180 to ensure student progress.	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist, and all teachers	8/8/2005	5/24/2006
Utilize best practices and effective learning strategies (Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notes, Graphic Organizers, and other CRISS strategies.	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist, IB Program Coordinator, and all teachers	8/8/2005	5/24/2006
Identify students in grades 9 and 10 who scored at FCAT Levels 1 (includes ESE standard diploma) and schedule them into an intensive reading class .	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist	08/08/2005	03/31/2006
Involve teachers in data-driven decision-making by	Assistant Principals, Department	8/8/2005	5/24/2006

providing them with all available data to enable them to analyze the progress of their students.	Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist		
Develop and implement curriculum maps and instructional focus calendars from the District Competency-Based Curriculum and the Sunshine State Standards across the curriculum.	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist	8/8/2005	5/24/2006
Develop a tutorial program for students in advanced courses to assist students weekly in each subgroup identified as not making adequate yearly progress.	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist, IB Program Coordinator	8/8/2005	5/24/2006
Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries.	Assistant Principals, Department Chairs Language Arts, Reading, ESOL Department Chair, ESE Program Specialist, IB Program Coordinator, and all teachers	8/8/2005	5/24/2006
Identify and ensure at least 95 percent of students in grades 9 and 10 are evaluated using the FCAT.	Principal, Assistant Principals, Test Chairperson, and all teachers	8/8/2005	5/24/2006
Schedule all 9th grade students into one of three interdisciplinary teams.	Principal, Assistant Principals, Counselors	8/8/2005	5/24/2006
Schedule all 9th and 10th grade students into the Intensive Reading and/or "Reading Plus" courses according to the District's Comprehensive Reading Plan.	Principal, Assistant Principals, Counselors	8/8/2005	5/24/2006
Provide all Reading teachers access to the Student Performance Indicators (SPI) data and will analyze students test data for optimal instructional delivery	Principal, Assistant Principals, Language Arts and Reading Department Chairs, Technology Specialist	8/8/2005	5/24/2006

### **Research-Based Programs**

Utilize Reading and Language Arts text books: McDougal Littell, Holt/Rinehart/Winston, Gates MacGinitie, and Read 180 to diagnose and monitor student reading progress.  
Reading and Writing Source Book (Great Source), Quick Reads.

## **Professional Development**

1. Data Analysis: Linking Data to Instruction
2. 8-Step Continuous Improvement Model
3. Read 180
4. McDougal Littell
5. Creating Independence through Student-owned Strategies (CRISS)
6. FCAT Item Specifications
7. Reciprocal Teaching
8. Wild About Words
9. Independent Reading
10. Beginning Teacher Support
11. Lesson Planning
12. Soar to Success
13. Vertical Teaming
14. Reading Plus
15. District Reading "Bootcamps"
16. EDUSOFT
17. PACES
18. The Big Five in Reading

## **Evaluation**

1. Utilize the 2006 Florida Comprehensive Assessment Test (FCAT) Reading, site-authored pre and progress assessments, and the Gates MacGinitie test to analyze students' specific needs.
2. Administer district approved assessments to monitor individual progress in reading.
3. Oral Fluency Probe

## 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:***

Students will acquire the mathematics skills, competencies, and knowledge to master the Sunshine State Standards.

### ***Needs Assessment***

An analysis of the data shows that 45 percent of students in grade 9 and 10 are at or above grade level in mathematics. Sixty-seven percent of students made a year's worth of progress in mathematics.

The weakest area in grade nine is Measurement and Geometry, which indicates a need for differentiated instruction for all students. The instructional model will transition from concrete to abstract phases. The connection will arise from discussion and a variety of hands-on mathematical activities. The weakest areas for students in grade 10 are Number Sense, Geometry, Data Analysis, and Algebraic Thinking. This reveals that students are having the most difficulty with order of operations that involve grouping symbols, percentage of increase and decrease, recognizing equivalent expressions that apply properties of numbers to integers, understanding the effect of operations on numbers, measuring and classifying angles, perimeter, area, volume, translations, reflections, and rotations. Throughout all grade levels, students need experience with collecting, analyzing, making inferences, and using meaningful data. These experiences must be infused into interdisciplinary lessons so that students can learn concepts from

other subject areas and use instructional time effectively while applying what has been learned to real life. All students need to develop a better understanding of mathematical vocabulary in order to read, comprehend terminology, word problems, and higher order thinking and verbal skills.



NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 Florida Comprehensive Assessment Test (FCAT).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Assistant Principals, Mathematics Chairpersons, and Mathematics teachers	8/8/2005	5/24/2006
Utilize new state adopted research-based textbooks in mathematics.	Assistant Principals, Mathematics Chairpersons, and Mathematics teachers	8/8/2005	5/24/2006
Conduct departmental meeting on course-assignment (e.g. Algebra I, Geometry, Algebra II, etc.) to look at students' work in order to assess and evaluate student performance pertaining to SSS focus activities in mathematics.	Assistant Principals, Mathematics Chairpersons, and Mathematics teachers	8/8/2005	5/24/2006
Identify the students in all subgroups scoring at	Assistant Principals, Mathematics	8/8/2005	5/24/2006

Achievement Levels one or two of the FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data, and implement before/during/after school tutorial programs to address the mathematics deficiencies of the students, using a diagnostic/prescriptive approach	Chairpersons, and Mathematics teachers		
Identify and ensure that at least 95 percent of students in grades 9 and 10 are evaluated.	Assistant Principals, Mathematics Chairpersons, and Mathematics teachers	8/8/2005	5/24/2006
Involve teachers in data-driven decisions by providing them with all available data to enable an analysis of the on-going progress of their students.	Principal, Assistant Principals, Mathematics Chairpersons, and Mathematics Teachers	8/8/2005	5/24/2006
Develop curriculum maps and instructional focus calendars from the Competency-Based Curriculum and the Sunshine State Standards for Algebra1, Geometry, Intensive Mathematics, ESOL, and ESE.	Assistant Principals, Mathematics Chairpersons, and Mathematics Teachers	8/8/2005	5/24/2006
Develop a tutorial program for students in advanced courses to assist students weekly in each subgroup identified as not making adequate yearly progress in the No Child Left Behind Act in order to improve the content area skills.	Assistant Principals, Mathematics Chairpersons, and Mathematics teachers	8/8/2005	5/24/2006

## Research-Based Programs

The following programs will be used: Textbook: Prentice Hall Mathematics, Cognitive Tutor.

## Professional Development

Training will be provided for the following activities and programs:

1. Data Analysis and Data-driven decision making
2. Reciprocal Teaching
3. Creating Independence through Student-owned Strategies (CRISS)
4. FCAT Explorer
5. Riverdeep
6. Curriculum Mapping
7. Item Specifications for Mathematics
8. 8-Step Continuous Improvement Model
9. Cognitive Tutor

## **Evaluation**

1. Utilize Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics and analyze and assess student progress.
2. Utilize research-based software to diagnose and monitor progress in mathematics. Examples are Riverdeep (all grade levels) and Cognitive Tutor (Algebra I classes).
3. Administer site-authored and district approved assessments to monitor progress in mathematics.

## 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 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 3 STATEMENT:***

The students will acquire the writing skills, competencies and knowledge to master the Sunshine State Standards and communicate effectively through writing.

### ***Needs Assessment***

An analysis of student writing performance data reveals there was a 2% increase in the number of students scoring at level three and above; however, the number of students scoring 3 and above is still 4% below the district score of 89%. The school improved performance in writing by 1% and AYP was achieved for the 2004-2005 school year. There is minimal performance growth in expository and persuasive writing with an overall growth in the percentage of students demonstrating proficiency in writing. The increase in the percent meeting high standards in writing (82 percent of students are meeting state standards in writing) can be attributed to an increase in collaborative planning among grade 9 and grade 10 Language Arts teachers and the implementation of a writing across the curriculum school-wide plan. Needs have been prioritized for the 2005-2006 school year and include, stronger departmental leadership, administrative follow-up, holistic scoring training for all ninth and tenth grade teachers and a systematic, interdisciplinary approach to writing instruction across the curriculum.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, all students in grade 10 will improve their writing skills as evidenced by a 1% increase in the number of students scoring at the state required mastery level of a 3.5 or above from 84% to 85%, as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Writes Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their writing skills as evidenced by a 1% increase in the number of students scoring at the state required mastery level of a 3.5 or above from 42% to 43%, as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Writes Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.	Assistant Principals, Technology Specialist, Reading and Language Arts Department Chairpersons	8/8/2005	5/24/2006
Implement the use of writing strategies across the curriculum. Writing assessments will be based on the content-based curriculum and will be assessed with rubrics that follow state standards.	Assistant Principals, Reading and Language Arts Department Chairpersons, and all teachers	8/8/2005	5/24/2006
Utilize student writing errors in language arts classes to develop mini lessons to teach grammar, rather than assigning isolated grammar lessons from a textbook.	Reading and Language Arts Department Chairpersons, and all teachers	8/8/2005	5/24/2006
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Reading and Language Arts Department Chairpersons, and all teachers	8/8/2005	5/24/2006
Model writing prompts to include short and extended response questions on all mid-term and final exams.	Reading and Language Arts Department Chairpersons, and all teachers	8/8/2005	5/24/2006
Implement curriculum maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focus lessons in writing.	Assistant Principals, Reading and Language Arts Department Chairpersons, and all teachers	8/8/2005	5/24/2006

## **Research-Based Programs**

Utilize curriculum framework materials provided by the District. McDougal Littell.

## **Professional Development**

Training will be provided in the following: Writing Strategies, FCAT Writing, Holistic Scoring, The Writing Process, Types of Essay

## **Evaluation**

1. Scores of the 2006 FCAT Writes Test.
2. Monitor student achievement through the use of writing portfolios.
3. District writing assessments.
4. Pre and post site-authored writing tests



## 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 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 4 STATEMENT:**

Students will acquire the Science skills, competencies and knowledge to master the Sunshine State Standards.

### ***Needs Assessment***

An analysis of the science data reveals that 641 students in grade 11, including all subgroups, who took the FCAT Science Test, had a scale score of 252. This scale score is 23 points below the district scale score of 275 and 41 points below the State scale score of 293. Students demonstrated inadequate performance in Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental, and Scientific Thinking. The data reveals students need practice in describing the structure of atoms, recognizing chemical reactions, describing the flow of energy, and identifying the interconnectedness of Earth's systems.

## 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 mean scale score of 275 as documented by the 2006 Florida Comprehensive Assessment Test (FCAT) in Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor classroom instruction through lesson plans, benchmark assessments, and district approved quarterly assessment.	Principal, Assistant Principals, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies).	Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Schedule grades 9 and 10 students into either Earth Space Science or Biology classes.	Principal, Assistant Principals, Counselors, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Utilize a curriculum map and scope and sequence that will integrate Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth Space curriculum.	Assistant Principals, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Utilize reciprocal teaching techniques to increase student comprehension of written material.	Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Provide scope and sequence instruction in grades 9-11 focusing on the four Science topics by content administered on the FCAT Science test.	Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Administer a pre and progress FCAT style site-authored assessment.	Assistant Principals, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Provide group tutoring and home learning activities weekly focusing on the tested benchmarks.	Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Develop a tutorial program for students in advanced courses to assist students weekly in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their content area	Assistant Principals, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006

skills.			
Develop and implement a science fair research project for students in Earth Space Science and Biology.	Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006
Continue to promote parent participation in the annual Science Fair.	Principal, Assistant Principals, Science Department Chairperson, and all Science teachers	8/8/2005	5/24/2006

## Research-Based Programs

Earth Space Science: Science Insights, Biology: Visualizing Life, Riverdeep

Glencoe: Physical Science

Glencoe: Biology Living system

Addison Wesley Science Insight: Exploring Matter & Energy

Merrill Physics: Principles & Problems

Giancoli: Physics

Campbell Biology 3rd & 4th Ed.

## Professional Development

Training will be provided in the following:

1. Biology Focus Lessons
2. Earth Space Science Focus Lessons
3. CRISS Training
4. Independent Reading
5. Laboratory Preparation
6. Using Manipulatives in Science
7. Science Fair Preparation
8. District in-services
9. Riverdeep
10. IC Tech
11. META Courses

## **Evaluation**

Performance in science will be evaluated by scores of the 2006 FCAT Science mean scale score. District approved and site authored assessments will provide formative data which will be used to monitor progress toward the objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Parents will become knowledgeable and actively engaged in the education process of their children to ensure that the knowledge and skills acquired in school are maintained and expanded in the home setting in order to prepare the child for a successful post secondary career.

### ***Needs Assessment***

A large number of the parents from the North Miami Senior High School community are recent arrivals to the United States of America. Many parents are not familiar with the Miami-Dade County school system and the State's examination, promotion, and graduation requirements. Furthermore, many parents are employed in more than one job, supporting large families, with limited time to attend to their child's academic and social needs. The school's focus is to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Total PTA/PTSA membership for the 2004-2005 school year was 72 members, 36 teachers, 26 parents, and 10 students.

## Measurable Objective

Given school-wide focus on parental involvement, PTA membership will increase by forty percent in 2005-2006 from 72 total members at the end of 2005 to 100 members at the end of the 2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage and increase parental involvement, participation in students' achievement, and planning.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006
Coordinate Family Math and Science Night workshops to showcase student projects, disseminate information pertaining to the FCAT Mathematics and Science administration, and provide strategies for parents to use at home in support of math and science achievement.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006
Increase parent and student awareness regarding the benefits of Advanced Placement in order to increase the percentage of students participating in academic courses.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006
Invite parents to participate in awards ceremony, honoring the achievements of selected students in grades 9-12.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006
Increase parental involvement especially in the AYP subgroups and in those scoring in the lowest 25 percent.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006
Market and encourage participation in the District's Parent Academy Classes.	Principal, Assistant Principals, Activities Director, Counselors	8/8/2005	5/24/2006
Utilize local churches and media communications in order to provide parents with information as it relates to school and community activities.	Principal, Assistant Principals, Activities Director, Counselors, and teachers	8/8/2005	5/24/2006
Form a communication network between the school, local businesses, library, and parks and recreation, in order to bridge the gap between the school and these agencies.	Principal, Assistant Principals, Activities Director, Counselors, Career Specialist and teachers	8/8/2005	5/24/2006
Provide strategies through the Parent Resource Center for parents to use at home to support reading, math, writing, and science achievement through workshops, printed	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006

information at open house and community school/parent outreach programs.			
Conduct a Parent /Teacher/Student Association drive to increase parent participation pertaining to school-wide concerns.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers, PTA President	8/8/2005	5/24/2006
Develop and monitor a Parent Resource Center at the school to provide parents with a variety of information.	Principal, Assistant Principals, Activities Director and all Counselors	8/8/2005	5/24/2006
Employ the assistance of Student Services Personnel to assist in home communication and to provide parents with information regarding student progress and graduation requirements.	Principal, Assistant Principals, Activities Director, Counselors, and all teachers	8/8/2005	5/24/2006

### **Research-Based Programs**

National PTA standards for parent and family involvement programs.

### **Professional Development**

Monthly EESAC Meetings, Workshops, PTA/PTSA meetings, Parent Academy

### **Evaluation**

1. PTSA membership rosters

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 6 STATEMENT:**

Provide all students with a safe learning environment following the code of student conduct.

### ***Needs Assessment***

Student suspension rates for the 2004-2005 school year, reveal that 342 students were placed on outdoor suspension, 179 students were placed on indoor suspension and 9 students were placed at an alternative education site. Following the district's code of student conduct and a progressive school-wide discipline plan, students still continued to break the code of conduct and many students are repeat offenders. Many students are retained due to low academic achievement and poor conduct. According to the 2003-2004 retention rates, 18.8% of 9th graders were retained, 14.9% of 10th graders, 13.8% of 11th graders, and 2.9% of 12th graders. Student discipline and school safety is a major priority for all stakeholders involved.



## Measurable Objective

Given instruction utilizing the Code of Student Conduct, school-wide progressive discipline plan, and all safety to life procedures, the school's out-of-school suspension rate will decrease by 5% from 342 in 2005 to 325 for 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assign students to the Saturday Academy as an alternative to suspension.	Assistant Principals, Administrative Assistant	8/8/2005	5/24/2006
Report all safety-to-life issues by completing custodial request forms.	Assistant Principals, Custodians, Zone Mechanic	8/8/2005	5/24/2006
Provide information and training to parents through North Miami Senior High's Parent Resource Center and through MDCPS' Parent Academy courses.	Principal, Assistant Principals, and Counselors, PTA/PTSA Board Members	8/8/2005	5/24/2006
Implement the Miami-Dade County Public School's Code of Student Conduct.	Principal, Assistant Principals, and Counselors	8/8/2005	5/24/2006
Enforce the school's uniform and dress code plan.	Principal, Assistant Principals, and all teachers	8/8/2005	5/24/2006
Enforce the school's PDA identification badge program. All students will be required to wear their I.D. badge at all times.	Principal, Assistant Principals, Counselors, Security and all Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

"It Didn't Have to Happen" district training program.

Miami-Dade County Public Schools' Parent Academy workshops.

School-site presentations and round table discussions relating to school-wide discipline and safety.

## **Evaluation**

Monthly Student Case Management Report

End of the year Student Case Management Report

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 7 STATEMENT:***

Given the implementation and infusion of technology, Students, faculty, and staff will implement technology goals and initiatives in order to promote an efficient way of teaching, learning, and infusing technology school-wide and throughout the curriculum to compete in a global society.

### ***Needs Assessment***

There are over 600 computer stations school-wide. Each of the 154 teachers has access to a computer, e-mail, website, and the Miami-Dade County Public School's Intranet. There are 4 computer labs throughout the school that serve a variety of students including ESOL, ESE and IB. All students have access to a computer at the school.

There is a great need for training teachers on utilizing the e-mail, internet, and intranet applications. Results from the site-authored pre-technology survey indicates that 6% of the faculty and staff consider themselves at an advanced technical skill level, 48% intermediate skill level, and 34% beginner skill level. With the implementation of the district wide electronic grade book, 98% of the faculty will need to be trained on the Excelsior Pinnacle Grade book Program.

## Measurable Objective

With the implementation and infusion of technology school-wide and throughout the curriculum, there will be a 30% increase in the number of teachers advancing from "beginner" status of 47 teachers to "intermediate" status of 61 teachers in the utilization of e-mail, internet, intranet, and electronic grade book applications as evidenced by pre, progress, and post site-administered surveys.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Construct and maintain a school website.	Assistant Principal, Technology Specialist, Career Specialist, selected teachers	8/8/2005	5/24/2006
Update parents and community on the latest in technology at the school site through school newsletters, media broadcasts, and school website.	Principal, Assistant Principals, Technology Specialist, Career Specialist, Media Specialist, and teachers	8/8/2005	5/24/2006
Conduct meetings with the technology committee on a monthly basis to discuss new initiatives, staff training, curriculum software, and grade-book program.	Assistant Principal, Technology Specialist, Career Specialist, selected teachers	8/8/2005	5/24/2006
Increase staff development and training on the use of hardware, software, multi-media, e-mail, internet, intranet, and electronic grade book.	Assistant Principal, Technology Specialist, Career Specialist, selected teachers	8/8/2005	5/24/2006
Encourage students, parents, and teachers to utilize computer applications at home and in school through our computer labs, media center, and adult education classes.	Principal, Assistant Principals, Technology Specialist, Career Specialist, Media Specialist, and teachers	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Faculty and staff training at Miami-Dade County Public School's Information Technology Services (ITS) Site administered training.

On line courses through E-Learning, Technology Learning Center, and the Teacher Education Center.

## **Evaluation**

Site administered surveys.

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

**GOAL 8 STATEMENT:**

To prepare students to meet the needs and demands of the changing health-care industry, based on national and state reform initiatives and predictions, that the health-care worker of the future will be multi-skilled and work in non-traditional settings.

**Needs Assessment**

Health Occupations Students of America is a National Career and Technical Student Organization endorsed by the U.S. and Florida Departments of Education and the Health Occupations Education Division of the Association for Career and Technical Education. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for middle school, secondary, postsecondary, adult and collegiate students. HOSA is 100% health care. National HOSA has more than 78,000 members in 37 states and Puerto Rico. Florida HOSA has the fourth largest membership at more than 6,700. North Miami Senior High School currently has 132 students enrolled in this program grades 9-12. With quality health care being at the forefront of our school community, it is critical that students and parents develop an understanding of current health care issues, environmental concerns, and survival needs of the community and promote physical, mental and social well-being.

## Measurable Objective

Given instruction based on the standards of the Health Science Academy students will reach all occupational completion points with 90% of enrolled students reaching certification in First Responder and/or Health Unit Coordinator and will become eligible for employment or articulate to a Community College.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities according to the FITNESSGRAM on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principals, Athletic Director, Physical Education Teachers, Science Teachers, and Health Teachers	8/8/2005	5/24/2006
Implement the HIV/AIDS Pioneer Peer Educators Program to educate and empower their peers about HIV/AIDS.	Assistant Principals, HOSA teacher sponsor, selected teachers	8/8/2005	5/24/2006
Partnership HOSA students in conjunction with the University of Miami and record blood pressures for all 10th grade students.	Assistant Principals, HOSA Sponsor, selected teachers	8/8/2005	5/24/2006
Organize a parent center at Open House and the science fair performing health screenings and health information to students, staff, and parents.	Principal, Assistant Principals, Athletic Director, Physical Education Teachers, Science Teachers, and Health Teachers HOSA Sponsor	8/8/2005	5/24/2006
Prepare a health education project in the "Impact of Bullying" and distribute findings to students, parents, faculty and staff.	Assistant Principals, HOSA Sponsor, Counselors, and teachers	8/8/2005	5/24/2006
Shadow nurses and doctors yearly at Jackson Memorial Hospital (mentorship program).	Assistant Principals, HOSA Sponsor, and teachers	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

## **Professional Development**

“No Name Calling Week” site-authored in service focusing on the reading of the book “Misfits” designed to eliminate bullying and violence school-wide. Character Education-based on book “Hey Little Ant” designed to assist students to make the right decisions and be able to respond to peer pressure. Guest Speaker from the Economic Task Force Project LEAP.

## **Evaluation**

Student rosters and course completion counts.



## 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"/>

*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 9 STATEMENT:**

Students will acquire the skills, competencies, and knowledge while participating in a self-development program utilizing a military framework.

**Needs Assessment**

The Reserve Officer’s Training Corps is organized under the authority of the National Defense Act Of 1916. JROTC at North Miami Senior High School was established by a contract between the Miami-Dade County school board and the U.S. Army in 1995. Retired Army personnel are the instructors. Enrollment data for the 2004-2005 school year indicates that 8.45% of the student body is enrolled in the JROTC program. Cadet enrollment is as follows: 155 male, 114 female, totaling 269 cadets. Currently, there are 4 Senior male students and 15 Senior Female students. There are 127 African American male cadets, 96 African American female cadets, 3 Caucasian male cadets, 25 Hispanic male cadets, 17 Hispanic female cadets.

## Measurable Objective

Given instruction utilizing the JROTC program, the number of students achieving a leadership education and training (LET) level 3 and 4 will increase 20% from 30 cadets to 30% 39 cadets for the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote cadet leaders and train for the planning and carrying out of all organization administration, weekly training schedules, publicity and recruiting, outside training, and extracurricular activities.	JROTC Sponsors, Assistant Principal, Counselors	8/8/2005	5/24/2006
Promote College ROTC scholarships and service academy appointments.	JROTC Sponsors, Assistant Principal, Counselors, CAP Advisor	8/8/2005	5/24/2006
Teach and enhance good citizenship and patriotism and an appreciation of the role the US Army in support of national objectives.	Principal, JROTC Sponsors, Assistant Principal, Counselors, and all teachers.	8/8/2005	5/24/2006
Reflect and build upon the previous year's curriculum.	JROTC Sponsors, Assistant Principal, Counselors	8/8/2005	5/24/2006

## Research-Based Programs

Junior Reserve Officers Training Corps (JROTC)

## Professional Development

School site in-service training

Regional and district in-service training

## Evaluation

JROTC enrollment data

Site-authored surveys

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

**GOAL 10 STATEMENT:**

North Miami Senior High School will rank at or above the 90th 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, North Miami Senior High School ranked at the (60th) percentile on the State of Florida ROI index.

## Measurable Objective

North Miami Senior High School will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2003 to the 63rd 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.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable.

## Professional Development

Regional Center and District In-services.

## Evaluation

On the next State of Florida ROI index publication, North Miami Senior will show progress toward reaching the 63rd 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"/>

### *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 11 STATEMENT:***

The graduation rate at North Miami Senior High School will continue to increase annually as the drop-out rate and retention rates decrease annually.

### ***Needs Assessment***

Data indicates that the graduation rate of the 2003-2004 school year was 51%. There was a 12% increase in the total graduation rate of the 2004-2005 school year bringing the total to 63%. The drop-out rate for 9th graders was 3.6%, 10th graders 4.8%, 11th graders 3.9%, and 12th graders 2.3%. The total drop-out rate for the school was 3.7%. Student retention rates for the 2004-2005 school year are as follows: 9th graders 16.3%, 10th graders 16.5%, 11th graders 10.1%, and 12th graders 1.9% bringing the average retention rate for the school to 11.9%.

## Measurable Objective

Given instruction utilizing the Sunshine State Standards, the total graduation rate for the 2005-2006 school year will increase by 1% from 63% in 2005 to 64% in 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase counselor/student conferences.	Principal, Assistant Principals, Counselors	8/8/2005	5/24/2006
Provide mandatory student graduation informational session to all Senior parents.	Principal, Assistant Principals, Counselors, CAP Advisor	8/8/2005	5/24/2006
Implement interdisciplinary teaming philosophy to all 9th grade students.	Principal, Assistant Principals, Counselors	8/8/2005	5/24/2006
Initiate AIP's and monitor student progress.	Principal, Assistant Principals, Counselors, Language Arts Teachers, Reading Teachers, and Mathematics Teachers	8/8/2005	5/24/2006
Review career education programs/academies with the school community.	Principal, Assistant Principals, Counselors, Career Specialist, and Activities Director	8/8/2005	5/24/2006
Complete the SSR Readiness Profile	Principal, Assistant Principals, Counselors, Career Specialist, and Activities Director	8/8/2005	5/24/2006
Conduct presentations to all Junior and Senior students.	CAP Advisor, Counselors, Assistant Principals, Class Sponsors	8/8/2005	5/24/2006
Facilitate post secondary institution recruitment sessions.	Principal, Assistant Principals, CAP Advisor, Counselors	8/8/2005	5/24/2006
Conduct an annual Career Fair highlighting career alternatives and will conduct exit interviews	Principal, Assistant Principals, Counselors, Career Specialist, and Activities Director	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable.

## **Professional Development**

On site Presentations from Colleges and Universities  
CAP Advisor will instruct students and staff on post secondary education  
Regional and District in-services

## **Evaluation**

Scores from the 2006 FCAT  
NCLB 2006 statistics

## *EESAC Compliance*

---

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

### ***Budget:***

In coordination with the Principal, the EESAC carefully reviews the school budget on the allocation of funds allotted when considering the SIP strategies. The EESAC recommends that funds be allocated for student achievement purposes such as, the FCAT and other required assesments.

### ***Training:***

The need for staff development and training is a primary focus for the EESAC. This element of the SIP was discussed and analyzed in the formulation of the SIP objectives and strategies.

### ***Instructional Materials:***

In reviewing the budget, the EESAC is aware of the cost of instructional materials and through the matching funds program formulated the strategies that are necessary to accomplish the SIP objectives.

### ***Technology:***

In reviewing the SIP objectives and strategies, the EESAC stressed the importance of advancing technology throughout the curriculum and including all stakeholders in the process. The EESAC made recommendations for the purchase of software programs, computer hardware, and other multi-media applications.

### ***Staffing:***

The EESAC is aware of the importance of district initiatives as it relates to class size reduction and the expansion of educational programs, such as, the Saturday Academy and other tutorial programs. The EESAC made recommendations regarding the allocation of funds to support these initiatives and to better prepare students for State administered assessments.

### ***Student Support Services:***

The EESAC is informed of the critical role that counselors play in preparing students for their educational career and post-secondary education. The EESAC is aware of the placement of students in required courses, courses specific to the needs of the students and special programs offered at the school in order to assist students in all curriculum areas.



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

The EESAC is aware of the available resources to the school and the allocation of funds to the Principal.

***Benchmarking:***

The EESAC is fully aware of the requirements of the Sunshine State Standards and the strategies associated with the implementation the SIP objectives.

***School Safety & Discipline:***

The EESAC is fully apprised of the District's Code of Student Conduct and the policies and procedures for implementing a safe and healthy learning environment.

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*