
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7411 - Miami Northwestern Senior High School

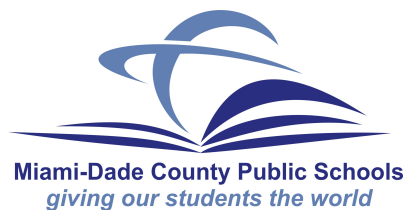
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dwight Bernard

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Northwestern Senior High School

As Miami Northwestern Senior High Community School enters into its second-half century of operations, the entire learning community has mobilized around one goal – increasing student achievement. Miami Northwestern has developed a culture which has enabled all students to participate in a broad range of activities and interscholastic sports, to become involved in our learning community through constant interaction with caring and committed educators, and to learn from other successful alumni through mentoring programs and alumni interaction with the current student body. Despite the school accountability grade for the past five years, the school has made significant improvements both in math and reading FCAT scores. Through the efforts of a committed team, the school community is determined to show greater growth in FCAT scores, SAT and ACT performance, graduation rate, and the school's overall rating in the 2006-2007 school year.

The teachers who recently joined the profession and those who are only new to this staff can learn from a dynamic team of professional educators who can hold their own against the best and the brightest in the field. The team of professionals - some with more than twenty-five years in the field – can lead the professional development of the entire instructional staff. The whole staff this year is communicating in new, more sophisticated terms. The mailbox in the teacher planning room is almost an ancient concept now that the school has moved to a paperless system of communication.

Educational research supports the theory that real reform is possible even in low performing schools with majority minority populations. The most successful schools that made significant reform had the following things in common:

- 1) Passionate Staff
- 2) Strong Leadership
- 3) Consistent Data Analysis
- 4) Heavy Emphasis on Staff Development

Given instruction based on the Sunshine State Standards 51% of the 9th and 10th grade students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the African American subgroup students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the free and reduced students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the students with disabilities will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the total student population will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, at least 70% of students will make learning gains.

Given instruction based on the Sunshine State Standards, at least 50% of students in the lowest 25% will make learning gains.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, free and reduced students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, all students will improve their writing skills as evidenced by a minimum of 90 percent of the students scoring at or above the state mastery level of 3.5 on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, tested students at Miami Northwestern Senior High Community School will demonstrate improvement in science as evidenced by ____ percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Given school wide focus on increased opportunities for parental involvement in school-sponsored activities, parent participation will increase by 10 percentage points in 2006-2007 as compared to 2005-2006, as evidenced by attendance records.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of educational technology, students and teachers usage of computers will increase by 2% during the year 2006-2007 as compared to the 2005-2006 school year.

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, Miami Northwestern Senior High Community School will increase the percentage of students receiving Silver and Gold awards as evidenced by three percentage points to 29 percent on the 2006-2007 administration of the Fitness Gram Test as compared to 2005-2006.

Given emphasis of the benefits for participating in PAVAC and Medical Magnet an increase of 5 percent in enrollment is projected for the 2006-2007 school year as compared to 2005-2006 school year.

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

For the graduation rate category to achieve Adequate Yearly Progress (AYP), the percentage of students graduating from Miami Northwestern Senior High School will increase by one percent in 2006-2007.

With this plan for improvement as the guiding force, Miami Northwestern this year embarks on a whole new set of challenges for the 2006-2007 school year:

- 1) Schoolwide Focus on Reading, Writing, Mathematics and Science
- 2) Data Analysis for Effective Decision making
- 3) Safe and Orderly School Environment
- 4) Professionalism of Staff

In the coming year, this ambitious plan will take the passion the school community shares to another level. By combining passion with an indepth focus on data, the school will realize the vision and mission of Miami Northwestern Senior High: To provide a quality education that encompasses the fundamental building blocks of literacy, cultural diversity, socialization and vocational skills, enabling students to compete in a global economy, providing a safe learning environment that involves all stakeholders. This is our challenge, our intent, our purpose.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Northwestern Senior High School

VISION

The Vision of Miami Northwestern Senior High Community School is to provide a quality education that encompasses the fundamental building blocks of literacy, cultural diversity, socialization and vocational skills, enabling students to compete in a global economy, providing a safe learning environment that involves all stakeholders.

MISSION

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

CORE VALUES

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

School Demographics

Miami Northwestern Senior High Community School, in its commitment to school and community, offers a varied program of academic, vocational, and career preparation. An adult education component is implemented through partnerships with neighboring institutions. Erected in 1955, with a brand new facility being occupied in 1997, Miami Northwestern Senior High Community School serves as a beacon of hope for an entire community and student enrollment of approximately 2500 students in grades 9 through 12. This inner-city community school which is located in the heart of Liberty City, is in a mixed commercial and residential zoned area on 20 acres of land, bound by commercial business and single family homes. There are two magnet programs housed at Miami Northwestern. One is known as the Performing and Visual Arts Center (PAVAC). This program offers a challenging four-year curriculum in the visual and performing arts for students who are interested in careers in Dance, Music, Theater and Visual Arts. Students study for two hours each day over their four year matriculation focusing on the applied and theoretical aspects of their particular disciplines. The other is the Medical Magnet Program. It offers students an in-depth study of medicine, science, and health care experiences and internships in modern medical facilities. The goals are to develop specific career-related skills and encourage students to pursue medical and allied health professions. Four hundred students attend the Medical Magnet Program each year. The ethnic/racial makeup of the student population is 93 percent Black, 6 percent Hispanic, 0 percent White, and 1 percent Other. Approximately 80 percent have been processed for free or reduced lunch. The Mobility Index is 39. The student population is comprised of 82 percent standard curriculum and 18 percent Exceptional Education. The faculty of 192 professionals is comprised of 83 males and 109 females; 44 faculty members have Masters Degrees, 19 have Specialists, 4 have Doctoral Degrees, and four teachers are nationally board certified. The ethnic composition of the staff is as follows: 21 percent White, non-Hispanic, 47 percent Black, 19 percent Hispanic, and 14 percent Asian/American Indian. The changes that have impacted the faculty at Miami Northwestern Senior High School include 16 beginning teachers and 7 experienced teachers new to the staff. This year, the school reverted back to the one-principal model. Additionally, there is one new assistant principal and one open position for assistant principal. As a community school, the school is a center not only for learning but for social events in the community.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

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

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

• Highly Qualified, Certified Administrators:

Dr. Dwight A. Bernard was named Principal of Miami Northwestern in June 2007. He attended Jackson State University (Jackson, MS) where he received a Bachelor of Science in Mass Communications. He also attended Florida International University (Miami, FL) and received credentials for State of Florida Certification in English Education and a master's degree in Educational Leadership. Recently, he completed the Doctor of Education program in Educational Leadership at Nova Southeastern University in Davie, Florida. Bernard opened the third National Football League Youth Education Town (YET Center) as its educational program director in Miami, Florida in 1997. At the YET Center, he instituted creative programs that fostered community partnerships by providing essential educational and social services to entire families in the communities surrounding the center. Bernard's extensive background in education includes language arts teacher, program coordinator, administrative assistant, assistant principal, principal and director of schools. In April 2003, Bernard was named Vice President/Director of Schools for TechEdventures, which manages three charter schools in central Broward County. His love for the Miami-Dade County community brought him back to Miami Northwestern Senior High School as Principal.

Mr. DeVaughn Sorrells is serving in his second year as an assistant principal at Miami Northwestern Senior High School. Mr. Sorrells is responsible for Athletics, Activities and Attendance. As an administrator, Mr. Sorrells ensures that technology is integrated into the school-wide curriculum. Mr. Sorrells' educational vision is continuous improvement in the learning environment for students and teachers. Prior to becoming an administrator, Mr. Sorrells taught Social Studies, Science, and Reading to students with specific learning disabilities. Working with the Exceptional Student Education (ESE) department, he served as team leader as well as department chairperson for three years.

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

Ms. Beatriz Cruz-Ledon, Assistant Principal; Ed. S., Educational Leadership, M.S. Special Education, B.S. Special Education. In August, 2004, she came to Miami Northwestern as an Assistant Principal. Her educational experience includes teaching Exceptional Student Education students in the areas of Science, English, and Reading. She also served as the ESE department chair, Program Specialist and Activities Director. During her time at Northwestern, Ms. Cruz has taken an active role in the school, enjoying all of its athletics and activities events. She enjoys being involved in all aspects of the Northwestern experience. Her assistance in the integration of the continuous improvement process in all portions of the school culture will ensure that all students achieve their potential. During her 16-year tenure, Ms. Cruz has served as a Registrar, Secretary/Treasurer, an Exceptional Student Education teacher, an Activities Director, and a Program Specialist.

Mrs. Laretta De'Veaux-Henderson is in her second year as assistant principal. She joined the Miami Northwestern Senior High Community School family during the spring of 2006 as a first year assistant principal. Her vast educational background, community involvement, and personal experiences have enabled her to become an effective change agent. Her academic responsibilities include overseeing the Academic Improvement Period, Alumni Association, Articulation/Subject Selection, Classroom Visitation, Clerical, Curriculum Bulletin, Custodians, Dismissal, Dress Code, Hall Supervision (2nd Floor), Magnet Programs, Master Schedule, PACES Observations, Pinnacle Grade Book, PTSA Liaison, PTSA Meetings, Staff Development, Student Discipline (9th), Technology, Textbooks, and any other areas assigned by the principal.

• Teacher Mentoring:

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

• School Advisory Council:

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

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

• Extended Learning Opportunities

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

Targeted students will participate in an extended day literacy program.

• School Wide Improvement Model

Miami Northwestern Senior High Community School facilitates school wide improvement by involving all members of the Leadership Team in strategic planning sessions prior to, during, and at the end of the school year. The primary purpose of the meetings is to review, revise, and initiate policies and procedures aimed at increasing the academic achievement of students; creating an environment conducive to professional growth for educators; and fostering a productive partnership/ dialogue with

parents and the community. Miami Northwestern Senior High School's school wide improvement also subscribes to the data-driven, and results-oriented Continuous Improvement Model (CIM). During the 2005-2006 school year, overall student achievement increased in mathematics with marginal gains in reading and a slight drop in writing scores from the previous school year. Miami Northwestern participates in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement. Weekly Power Meetings are held with the department heads and administrative teams to address curriculum issues and to keep the focus on the school improvement plan.

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

GOAL 1 STATEMENT:

Increase the reading performance of all students.

Needs Assessment

The results of the 2006 FCAT Reading test indicate that our reading scores showed no significant gains. A vast majority of the students are deficient in Reading. Words and Phrases is our weakest cluster, followed by Comparisons and Reference and Research. The Main Idea content cluster showed an increase of 2 percentage points. The 9th grade students demonstrated a decrease in learning gains from 67% to 45%. The 10th grade students demonstrated a decrease in learning gains from 45% to 42%. This indicates that intervention is needed in all areas.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards 51% of the 9th and 10th grade students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the African American subgroup students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the free and reduced students will function at or above grade level in reading on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards 51% of the students with disabilities will function at or above grade level in reading on the 2007 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement the Continuous Improvement Model for the purpose of making effective data driven decisions regarding curriculum sequence and for on-going monitoring of students' skill mastery levels in classroom and direct classroom instruction. | Administrators, Reading Coaches & Language Arts Teachers | 8/7/2006 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Develop and implement an instructional focus calendar from the district competency based curriculum and the Sunshine State Standards in reading, English, ESOL, and ESE classes and incorporate CRISS strategies | Administrators, Reading Coaches and Language Arts Department Chairperson | 8/7/2006 | 3/2/2007 | District Strategic Plan | \$0.00 |
| Administer monthly assessments aligned to the Sunshine State Standards tested benchmarks. The Edusoft management system is used to score assessments, generate disaggregated data reports. | Administrators, Reading Coaches & Language Arts Teachers | 9/5/2006 | 5/25/2007 | Continuous Improvement Model | \$0.00 |
| Utilize Media Center to enhance research skills. | Administrators Reading Coaches Media Specialist Language Arts Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Schedule site sponsored and district sponsored staff development in content area reading instruction with the assistance of the media specialist and classroom teachers. | Administrators, Reading Coaches and District Personnel. | 8/7/2006 | 5/18/2007 | District Strategic Plan | \$0.00 |
| Identify students in grades nine and ten who scored at FCAT levels 1 and 2 (includes ESE | Administrators | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |

| | | | | | |
|--|----------------|----------|-----------|-------------------------|--------|
| standard diploma) and schedule into an intensive reading class with the appropriate comprehensive researched based core reading program, READ 180 and READ XL. | | | | | |
| Identify 11th and 12th grade FCAT re-takers and schedule them for remediation on deficiency reading skills utilizing Read 180 and provide test taking skills afterschool and on Saturdays. | Administrators | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Coordinate FCAT Saturday Academy and after school tutorial registration and sessions. | Administrators | 8/7/2006 | 3/2/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

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

Professional Development

Trainings will include the core reading programs, intervention programs, and data analysis. Provide professional development that will enable school administrators to support the school-wide literacy plan. The school will provide professional development on the Continuous Improvement Model Process. The school improvement zone curriculum support specialist and school site reading coaches will provide ongoing professional development in differentiate instruction and other researched based reading practices. Professional development will be provided to instructional staff in reading's Big Five and CRISS.

Evaluation

Formative District, Biweekly, and Interim benchmark assessments will be administered by teachers. For students enrolled in intensive reading the results of the 2007 administration of the Florida Comprehensive Assessment Test, MAZE will be used as progress monitoring assessments. The diagnostic assessments used will be the Diagnostic Assessment of Reading (DAR) only if no evidence of progress is shown.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

To increase the Mathematics performance of all students.

Needs Assessment

Although the ninth grade class tested at their respective middle schools, a trend analysis of their performance based on their 8th and 7th grade results indicates a strong trend of movement from FCAT Achievement levels 1 and 2 to the upper levels of 3 to 5. There has been inconsistency in decreasing the number of students in levels one and two in prior years. In the 2004 administration 71 percent of the students achieved a level one or two resulting in a 10 percentage point decrease. On the 2005 administration 73 percent of the students achieved a level one or two resulting in a two percentage point increase. In 2006, 72 percent of the students achieved a level one or two resulting in a one percentage point decrease.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the total student population will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, at least 70% of students will make learning gains.

Given instruction based on the Sunshine State Standards, at least 50% of students in the lowest 25% will make learning gains.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, free and reduced students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities students will improve their mathematical skills as evidenced by 56 percent scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Infuse CRISS strategies throughout the daily mathematics instruction. | Administrators Mathematics Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Schedule all Level 1 students in grades 9 and 10 into Intensive Mathematics classes for the purpose of remediation. | Administrators, Student Services, Assistant Principal for Curriculum, and Registrar | 7/31/2006 | 8/25/2006 | District Strategic Plan | \$0.00 |
| Identify, assign, and monitor 11th and 12th grade students who have not been successful in obtaining the score required for graduation on the FCAT to mathematics classes to provide intensive instruction and support in mathematics. | Administrators, Student Services, Assistant Principal for Curriculum Vice Principal | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Provide intensive, yet flexible small group tutorial programs in mathematics during the school day, after school, and on Saturday to level 1 & 2 students to improve mathematics performance level of identified students | Administrators, Department Chairperson, Mathematics Department | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Administer weekly, monthly, and quarterly | Administrators, Mathematics | 8/7/2006 | 5/25/2007 | Continuous | \$0.00 |

| assessments aligned to the Sunshine State Standards tested benchmarks. | Department | | | Improvement Model | |
|---|--|----------|-----------|------------------------------|--------|
| School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program. | Administrators, School Improvement Zone, Curriculum Support Specialist | 8/7/2006 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Implement the 8 Step Continuous Improvement Model for the purpose of making effective data-driven decisions regarding curriculum sequence, and for ongoing monitoring of student skill mastery levels. | Administrators, Mathematics Department | 8/7/2006 | 5/25/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

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

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the senior high school level as follows:

- 1) Data Analysis: Linking Data to Instruction/SPI
- 2) 8-Step Continuous Improvement Model
- 3) Using Manipulatives in Math
- 4) Planning for Effective Instruction in the Two Hour Block
- 5) 2006 Edusoft Software
- 6) CRISS

Evaluation

Results of the 2007 administration of the Florida Comprehensive Assessment Test (FCAT) Mathematics results; Administer monthly departmentalized assessments to monitor student progress on specified benchmarks; Edusoft data will be used to redirect classroom instruction and create flexible tutorials; FCAT Explorer reports; and S.T.A.R. Math reports.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Increase the writing performance of all students.

Needs Assessment

The data indicates that 87 percent of the students in grade 10 scored at or above 3.5 on the FCAT Writing, decrease of 3 percentage points as compared to the 2005 administration. The mean score for the school was 3.6. Students with Disabilities need additional opportunities to practice writing skills encompassed in the elements of focus, organization, support, and conventions. There needs to be a focus on understanding the writing process with specific focus on the four areas being tested. The curriculum needs to reflect the importance of writing across the curriculum in addition to students demonstrating mastery when writing to a prompt.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, all students will improve their writing skills as evidenced by a minimum of 90 percent of the students scoring at or above the state mastery level of 3.5 on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|----------|-----------|------------------------------|--------|
| | | START | END | | |
| Provide intensive, yet flexible small group tutorial programs in writing during the school day, after school, and on Saturday to students to improve reading performance and increase the writing performance level of identified students. | Administrators, Retired Language Arts personnel and Language Arts Department Chairperson | 9/5/2006 | 2/2/2007 | Small Learning Communities | \$0.00 |
| Plan, conduct, and monitor staff development activities in writing that enhance the utilization of the six-point rubric in scoring five paragraph compositions that include and integrate effective writing strategies to improve student performance in writing. | Administrators, Department Chairperson FLARE Coordinator | 9/5/2006 | 2/2/2007 | District Strategic Plan | \$0.00 |
| Incorporate writing throughout all content areas including strategies specific to teach subgroups. | Administrators, All Department Heads Reading Coach | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains. | Administrators, Language Arts Department Teachers and Chairperson | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Develop a Writing Assessment Team comprised of teachers from various subject areas to assess monthly writing of 10th grade students and quarterly for 9th grade students. | Administrators, Reading Coaches, Teachers, Language Arts Department Head | 9/5/2006 | 2/2/2007 | Continuous Improvement Model | \$0.00 |
| Administer and analyze the District's Pre and Post Test expository/persuasive writing prompts. | Administrators Language Arts Teachers | 9/5/2006 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Plan, implement, and monitor a writing program in all 9th and 10th grade Language Arts classes to ensure that students learn and apply the six point rubric to improve effective writing strategies and skills. | Administrators Language Arts Teachers Language Arts Chairperson | 9/5/2006 | 2/2/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

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

Professional Development

The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. In addition:

- 1) 8-Step Continuous Improvement Model (Ongoing for all teachers)
- 2) CRISS Strategies (Ongoing for Language Arts teachers)
- 3) Six Traits of Writing (Ongoing for Language Arts teachers)
- 4) Rubric Scoring (October for Language Arts teachers)
- 4) Utilizing the 100 minute Block Effectively (All teachers)
- 5) FCAT Writes! CD Rom Training (October for Language Arts teachers)

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Provide monthly assessments using school site prompts to monitor student's progress.

- 1) 2007 FCAT Results
- 2) Monthly Writing Assessments results
- 3) District approved writing prompt results. Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups.
- 4) Student Writing Portfolios

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will increase their science performance skills to meet state standards.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that 8 percent of students met high standards. Therefore, eleventh grade students need improvement in the areas of _____ as evidenced by _____ percent, which need to meet this requirement. This year concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, tested students at Miami Northwestern Senior High Community School will demonstrate improvement in science as evidenced by _____ percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|------------|------------|---------------------------------|--------|
| | | START | END | | |
| Establish and recruit students for the Marine and Environmental science classes and increase enrollment in advanced placement sciences. | Administrators Science Department Chairperson Science Teachers | 6/5/2006 | 8/25/2006 | District Strategic Plan | \$0.00 |
| Engage students in science learning through weekly laboratory investigations, science projects and exhibitions. | Administrators Science Department Chairperson Science Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Provide enrichment activities for students who have shown mastery in certain science concepts. | Administrators, Science Department Chairperson Teachers | 9/5/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Provide science instruction to enhance the lab and critical thinking skills to enable students to participate in the school wide science projects. | Administrators, Science Department Chairperson Teachers | 8/21/2006 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Facilitate collaborative planning for Earth Space Science and Biology teachers to share best practices, and foster collegial conversations about teaching and learning. | Administrators Science Department Chairperson Science Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Implement CRISS strategies in Science instruction. | Administrators, Science Department Chairperson, Science Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Administer quarterly assessments to ensure mastery of Florida Sunshine State Standard benchmarks in science. | Administrators, Science Department Chairperson, Science Teachers | 8/7/2006 | 5/25/2007 | Continuous Improvement Model | \$0.00 |
| Coordinate tutorial efforts to assist students in achieving a score of Level 3 or higher on the FCAT Science Exam. | Administrators, All Science Teachers | 9/5/2006 | 3/2/2007 | District Strategic Plan | \$0.00 |
| Plan and administer monthly assessments in Science to guide and monitor student learning and progress. | Administrators, Science Department Chairperson | 8/7/2006 | 5/25/2007 | Continuous Improvement Model | \$0.00 |
| A benchmark calendar emphasizing weekly focus lessons that are aligned to the Sunshine State Standards will be implemented. | Administrators, Science Department Chairperson | 08/07/2006 | 05/25/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Continuous Improvement Model (CIM), Earth Communications, Riverdeep.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the senior high school. Data Analysis/SPI (September and October for Science Teachers), CRISS Strategies (Ongoing for all teachers), Continuous Improvement Model (Ongoing for all teachers), and Edusoft (November for Science Teachers).

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, Quarterly Assessments will be utilized to monitor progress and drive instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase communication and parental involvement.

Needs Assessment

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

Measurable Objective

Given school wide focus on increased opportunities for parental involvement in school-sponsored activities, parent participation will increase by 10 percentage points in 2006-2007 as compared to 2005-2006, as evidenced by attendance records.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|----------|-------------------------|--------|
| | | START | END | | |
| Develop Progress Monitoring Plans (PMP) for those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance. | Administrators, Teachers, Student Services Department | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Conduct parent meetings to discuss student FCAT score reports and areas of strength and improvements. | Administrators, Reading and Math Coaches, Student Services Department, Teachers, Testing Chair | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents. | Administrators, Community Involvement Specialist, Student Services Department | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Encourage parents' active participation in decision-making groups/activities such as the PTA/PTSA, EESAC, Title I, IEP and PMP meetings. | Administrators, Student Services Department | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Encourage and promote increased community involvement through collaboration with DADe Partners and the School Volunteer Program and other local family-oriented initiatives. | Administrators, Community Involvement Specialist | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Expand and maintain the Parent Resource Center with materials and activities that support student achievement. | Administrators, Community Involvement Specialist, PTSA | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information and parent outreach sessions | Administrators, Reading and Math Coaches Community Involvement Specialist Career Specialist | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Coordinate opportunities to showcase student projects at PTSA meetings | Administrators, PTSA, Media Specialist | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |
| Increase positive parent-school communications through conferences, mailings, telephone calls, flyers, brochures, | Administrators, Reading and Math Coaches, Student Services Department | 08/07/06 | 05/25/07 | District Strategic Plan | \$0.00 |

| | | |
|---|--|--|
| <p>school newspapers and parent workshops designed to increase parent awareness of core subject requirements and other pertinent information.</p> | <p>Community Involvement Specialist School Social Worker</p> | |
|---|--|--|

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

Guidance Counselors, TRUST Specialist, CAP Advisor, Reading and Math Coaches will provide sessions to parents to disseminate best practices and information regarding the Standards based exams.

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

| | | | | | |
|---|--------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| 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

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

GOAL 6 STATEMENT:

Provide a safe and disciplined learning environment for all students.

Needs Assessment

The results of from the FLDOE 2005-2006 report card indicate that there is a need for improvement in student behavior.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Train students in peer mediation to peacefully resolve unsettled differences. | Administrators, TRUST Counselor, Guidance Counselors | 9/5/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Consider alternatives for outdoor suspension. | Administrators, Student Services Assistant Principal | 8/21/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Implement school-based violence and drug prevention programs and curricula. | Administrators, Trust Counselor, Student Services, | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Identify safety training needs and provide appropriate training for entire staff. | Administrators, Student Services, School Resource Specialist | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Identify programs and practices for improving attendance | Administrators, Student Services, School Social Worker | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Establish a consistent, systematic, school-wide methodology for addressing behavior and discipline problems | Administrators, Student Services, | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Implement a Transition Academy for ninth graders using Tools for Success first semester and repeating second semester during Academic Improvement Period. | Administrators, Student Services, Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Project PROUD, Safe Drug Free Schools, 5000 Role Models

Professional Development

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

Evaluation

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

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 7 STATEMENT:

Students and teachers will increase the usage technology.

Needs Assessment

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

Measurable Objective

Given an emphasis on the use of educational technology, students and teachers usage of computers will increase by 2% during the year 2006-2007 as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|-------------------------|--------|
| | | START | END | | |
| Provide professional development for teachers in the use of the Electronic Gradebook. | Administrators, Teachers and computer technicians | 08/07/2006 | 09/05/2006 | District Strategic Plan | \$0.00 |
| Identify valuable resources which must be acquired to effectively execute technology objectives. | Administrators, Micro systems Technician, Teachers and students | 08/07/2006 | 10/9/2006 | District Strategic Plan | \$0.00 |
| Increase the use of email as a form of communication by all teachers. | Administrators, Department Chairs and Computer Technicians | 08/07/2006 | 05/25/2007 | District Strategic Plan | \$0.00 |
| Provide professional development for teachers and students in FCAT Explorer in order to enhance student achievement. | Administrators, Teachers and computer technicians | 8/7/2006 | 3/2/2007 | District Strategic Plan | \$0.00 |
| Provide professional development for teachers in the use of SPI and Snapshot to track student progress. | Administrators, Department Chairs, Test Chairperson, Computer Technicians | 7/31/2006 | 9/29/2006 | District Strategic Plan | \$0.00 |

Research-Based Programs

Electronic Gradebook, READ 180, Read XL, and Reading Plus.

Professional Development

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

Evaluation

Evaluate growth and student participation in the use of technology as evidenced by the indicators built into the Reading Plus, READ 180, FCAT Explorer and other educational software.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

| | | | | | |
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| <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

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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:

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

Needs Assessment

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

Measurable Objective

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, Miami Northwestern Senior High Community School will increase the percentage of students receiving Silver and Gold awards as evidenced by three percentage points to 29 percent on the 2006-2007 administration of the Fitness Gram Test as compared to 2005-2006.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|-----------|-------------------------|--------|
| | | START | END | | |
| Utilize the fitness gram and administer a pre and post test to measure students performance | Administrators, Personal Fitness and Physical Education Instructors | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. | Administrator, School-site administrator, Personal Fitness and Physical Education Instructors | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| School site administrators should monitor the physical education program to ensure that the teachers select activities specifically related to assessment component items, which would enhance specificity of training. | Administrators | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

FITNESSGRAM Test

Professional Development

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

Evaluation

Using the accompanying software for the FITNESSGRAM Test, prescriptive reports will be printed for each student. Data will be compared to 2005-2006.

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.)

| | | | | | |
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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 9 STATEMENT:

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

Needs Assessment

An analysis of the PAVAC and Medical Magnet Programs reveals that the percentage of the students enrolling in these programs needs to be increased for the school year 2006-2007 given the total student population at Miami Northwestern Senior High School.

Measurable Objective

Given emphasis of the benefits for participating in PAVAC and Medical Magnet an increase of 5 percent in enrollment is projected for the 2006-2007 school year as compared to 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Host Recruitment Fairs. | Administrators, Lead Teachers | 10/3/2006 | 2/2/2007 | Expanding arts opportunities | \$0.00 |
| Participate in school magnet/career fairs sponsored by targeted middle schools | Administrators, Lead teachers, Student Services Department | 9/5/2006 | 2/2/2007 | Expanding arts opportunities | \$0.00 |
| Participate in middle school articulation | Administrators, Lead Teachers, Student Services | 1/8/2007 | 5/25/2007 | Expanding arts opportunities | \$0.00 |
| Distribute Brochures to teachers and parents | Administrators, Lead Teachers, Student Services Department | 8/7/2006 | 1/19/2007 | Expanding arts opportunities | \$0.00 |
| Distribute News Releases to media highlighting magnet programs | Administrators, Teachers, Lead Teachers, Student Services, Community Specialist | 8/7/2006 | 5/25/2007 | Expanding arts opportunities | \$0.00 |
| Facilitate workshops at middle schools on magnet programs | Administrators, Lead Teachers | 10/3/2006 | 2/2/2007 | Expanding arts opportunities | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Monitor recruitment activities, analyze and compare data on percentage of students recruited from 2005 to 2006.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

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

Measurable Objective

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

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|-----------|----------------------------|--------|
| | | START | END | | |
| Become more informed about the use of financial resources in relation to school programs. | Administrators, Teachers EESAC | 8/7/2006 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation | Administrators | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks. | Administrators | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Administrators | 8/7/2006 | 6/29/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 11 STATEMENT:

Increase the percentage of students graduating in all NCLB subgroups.

Needs Assessment

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

Measurable Objective

For the graduation rate category to achieve Adequate Yearly Progress (AYP), the percentage of students graduating from Miami Northwestern Senior High School will increase by one percent in 2006-2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|----------|-----------|-------------------------|--------|
| | | START | END | | |
| Initiate a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development. | Administrators, Student Services, Administration | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Safe Schools Facilitators will provide support and assistance for the improvement of academic achievement by enhancing the school climate and promoting a positive learning environment. | Administrators, Student Services | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Sustain the implementation of Tools for Success, transition course for ninth grade students. | Administrators, Teachers | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Develop student/career services team learner outcomes using standards and benchmarks from the Standards-Based Student Career Development Program that will address students at-risk for dropping out of school. | Administrators, Student Services | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Research community partnerships associated with career themes. | Administrators, Career Specialists | 8/7/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

EESAC Compliance

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

Budget:

Training:

Instructional Materials:

Technology:

Staffing:

Student Support Services:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---|---------------------|
| Goal 1: Reading | \$0.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Graduation (High Schools Only) | \$0.00 |
| Total: | \$0.00 |

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