
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7591 - North Miami Senior High School

FeederPattern: North Miami Senior

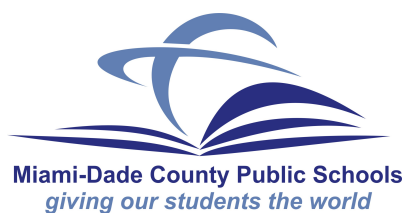
Region: Regional Center II

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 provides basic educational services based on the Sunshine State Standards and Miami-Dade County's Competency Based Curriculum to students in grades nine through twelve. The campus was built in 1951 and is located 800 N.E. 137th Street in the northeast section of Miami-Dade County, Florida. The student enrollment is approximately 2,900 and 238 faculty and staff.

The school, along with its regular curriculum offers numerous Exceptional Education courses to include Emotionally Handicapped, Severely Emotionally Handicapped, Vary Exceptionalities; an extensive LEP program which includes English for Speakers of other Languages and Bilingual Curriculum Content. Additionally, North Miami Senior High is an International Baccalaureate (IB) Magnet, Health Science Medical Academy (HOSA), Junior Reserve Officers Training Corps (JROTC) and a First Responders Program. Each program provides high academic standards in preparing students for post-secondary education. North Miami Senior High School received a grade a "D" in the State of Florida's A+ Plan for 2005-2006 school year. It is the goal of all North Miami Senior High School stakeholders to improve the level of academic performance and school wide accountability.

After reviewing pertinent data receiving recommendations from all stakeholders, the Educational Excellence School Advisory Council (EESAC) identified the following objectives for the 2006-2007 School Improvement Plan:

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their skills in reading as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, all students in grades nine and ten will improve their skills in mathematics as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based upon the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 84 percent of students achieving 4.0 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade eleventh will meet high standards as evidenced by 40 percent scoring at Level 3 or greater on the 2007 Science FCAT Assessment.

Given continued emphasis on parental, family and community involvement, members of North Miami Senior High School's community will utilize the Parent Resource Center and engage in small group parent information sessions a minimum of 75 hours during the 2006-2007 school year, as documented by attendance logs.

North Miami Senior High staff will implement a school-wide progressive discipline plan, and all safety to life procedures to decrease the school's out-of-school suspension rate by 5 percent from 342 in 2006 to 325 in 2007.

North Miami Senior High School will expand the use of instructional technology and specific training and support in the use of the Electronic Gradebook, 100% of teachers will utilize the Electronic Gradebook in 2006-2007 to record, average, and monitor grades as compared to 20 percent utilization in 2005-2006.

Given instruction based on the standards of the Health Science Academy students will reach all occupational completion points with 90 percent 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 36 cadets for the 2006-2007 school year.

Given increased attention to efforts which relate to components in the derivation of the Return on Investments Index (ROI), the resulting ROI will increase in ranking on the State of Florida ROI index publication from the 65 percentile in 2005 to the 70 percentile on the 2006 publication of the index.

Given instruction utilizing the Sunshine State Standards, the total graduation rate for the 2006-2007 school year will increase by 1 percent from 63 percent in 2006 to 64 percent in 2007.

After a review of The Organizational Performance Improvement Snapshot Survey it discloses the need for our school to implement operational changes that would benefit all stakeholders. The survey indicates a need for improved staff input and a greater need for management to provide feedback in order to improve our organization (1). Under the category, Strategic Planning, 31 percent of the faculty and staff believe that the organization does not ask for their input or ideas (2). With strong emphasis placed on school-wide collaboration and planning throughout the district and state, this issue needs to be discussed and addressed. The survey highlighted many positive aspects of our school, such as positive communication with customers (3). Respondents also acknowledge their ability to analyze and utilize data to better serve the needs of customers (4). A review of specific items responses yielded several opportunities for growth. To improve the areas of need, the organization will involve faculty and staff in strategic planning through the implementation of the Continuous Improvement Model. The organization will also seek ways to improve overall staff morale, raise awareness in school operation and communication.

As a team, with the assistance of all stakeholders, North Miami Senior High school will continue to broaden opportunities for learning. Administrators, teachers, parents and community partners can contribute to the success of our students.

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's individuality, and contribute to each other's success. Furthermore, they will understand the impact of their decisions and will take responsibility for those decisions. Students will value each other by treating their peers with fairness and equity, communicating with openness, trust, and respect. Through these beliefs they 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

ACADEMIC ACHIEVEMENT

North Miami Senior High School's foundation is built on a shared belief that all students can learn, achieve, and succeed and that each student is a valued individual with unique intellectual, physical, social, and emotional needs.

COMMITMENT

North Miami Senior High is committed to providing quality education in a safe learning environment.

HIGH EXPECTATIONS

North Miami senior High believes that setting high standards, clear goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.

RESPECT

North Miami Senior High understands the need to build positive relationships through honesty, respect and compassion.

SELF WORTH

North Miami Senior High will model strong character values and provide opportunities for students to become productive citizens.

School Demographics

North Miami Senior High School (NMSH), is proudly known as home of the Pioneers. This educational institution was established in 1951 and currently serves approximately 2,930 in grades nine (9) through twelve (12). The school is located in the City of North Miami, a predominantly Haitian Community, in Miami-Dade County. North Miami Senior High consists of a multi-cultural, multi-lingual population. The ethnic make-up is 80 percent black (non-Hispanic), 16 percent Hispanic, 2 percent white (non-Hispanic), 1 percent Asian and 1 percent other. The student population is comprised of 52 percent eligible for free or reduced lunch, 15 percent Limited English Proficient (LEP) Students served in ESOL Program, and 11 percent Students with Disabilities. A high mobility rate of economically disadvantage students, Students with Disabilities, and Limited Parental Involvement due to work responsibilities and language barriers, limit parental involvement with the overall school setting. Creole is the primary language spoken in the majority of the households. All of these obstacles present major social and academic challenges.

North Miami Senior High employs a total of 213 staff members. Of these, 2 percent Administrative, 72 percent Instructional, and 26 percent Support Staff. This school year North Miami welcomed a new Assistant Principal and 10 new teachers. All new teachers are paired with a mentor teacher to serve as a guide regarding school curriculum, school policies, behavioral management, and utilization of data. The school is home to four nationally certified teachers with five teachers currently in the process. 40 percent of the teaching/guidance staff has advance degrees including 3 percent with doctorates in field. According to Florida's No Child Left Behind the teacher/student ratio in core courses is currently 26:7 to 1.

The administrative team and staff make every effort to provide a comprehensive high school experience. This school year all ninth and tenth graders are placed on a core curriculum team. Ninth and tenth grade reading teachers share common planning periods where they are able to plan and collaborate daily. The curriculum council/Leadership Team meets monthly to discuss curriculum and instruction across all the disciplines in the school. Staff meetings and curriculum department meetings are held monthly to allow collaboration and sharing. The cohesive teamwork through the Continuous Improvement Model has substantially improved the ability of North Miami Senior High to achieve its goals.

The school offers a wide variety of extra curricular clubs and organizations, many of the clubs are locally and nationally recognized for their accomplishments and services. In addition to these activities, the school offers a curriculum of courses in general education, honors, and Advanced Placement. It is the home to the Health Science Medical Academy Program (HOSA), under this program we offer students the opportunity to participate in one of Dade County's First Responders Program. This program is endorsed by the United States and Florida Departments of Education, Division of the Association for Career and Technical Education. It promotes career opportunities in the health care industry while reinforcing the basic skills in English, Mathematics and Science appropriate for job preparation. A Junior Reserve Officers Training Corps (JROTC) program was established in 1995 and is a self-development program in a military framework developed to teach and enhance student achievement. North Miami Senior High hosts a magnet program that offers a rigorous diploma curriculum approved by the International Baccalaureate Organization (IBO). Currently, North Miami Senior High School is one of several schools participating in writing a grant to become a part of Miami Dade County's Magnet School Assistant Program. The grant will provide funds to reduce minority isolation as well as provide academies to support Secondary School Reform. The major challenge we face is to continuously improve our students' overall reading ability and improve the performance of our No Child Left Behind subgroups in reading, writing, mathematics and science assessments.

School Foundation

Leadership:

Results of the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicates that an overall average for section 1 entitled School Leadership was 3.8. At North Miami Senior High School, leadership takes on many different roles and responsibilities. Encouraging remarks were made in regards to knowing the the organization's mission, 86 percent stated that they are aware of the school's mission and how it is accomplished. Overall, the results were positive as related to working environment and the daily school operations. The survey indicates a need for improved staff input and a greater need for management to share and be consistent with feedback.

District Strategic Planning Alignment:

Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 2 entitled Strategic Planning was 3.5. North Miami Senior High School aligns itself with the Miami-Dade County Public School's District Strategic Plan. According to the survey, 31 percent of 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 if progress is being made. An opportunity for improvement indicates that there is a need to seek the input of staff in regards to ideas for the future is necessary.

Stakeholder Engagement:

Results of the 2006 Organization Performance Snapshot self-assessment survey indicate that an overall average for section 3 entitled Stakeholders Engagement is a 4.1. The customer and market focus category indicates that the majority 91 percent of respondents know who their most important customers are and 87 percent of respondents keep in touch with their customers.

Faculty & Staff:

Results of the 2006 Organization Performance Snapshot self-assessment survey indicate that an overall average for section 5 entitled Human Resource Focus was 3.7. Mentoring new teachers and teachers new to the building is a priority at North Miami Senior High School. We believe a stronger approach to support new teachers by administrators; departmental leadership will serve to stabilize staff. Sixty-three percent of the respondents agreed that the people they work with cooperate and work as a team. Methods have been established to increase a team approach at the school site. These methods include but are not limited to: Professional Learning Communities, Interdisciplinary Teaming Philosophy, and Leadership Team Meetings. Improvement towards recognition for work and supervisory encouragement to develop job skills for advancement received the lowest ranking. This is an area where further consideration must be taken to improve overall staff morale.

Data/Information/Knowledge Management:

Results of the 2006 Organization Performance Snapshot self-assessment survey indicate that an overall average for

section 4 entitled Data/Information/Knowledge Management is 4.1. Ninety-five 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.

Education Design:

Results of the 2006 Organization Performance Snapshot self-assessment survey indicate that an overall average for section 7 entitled Business results was 3.6. Remarks indicate that the majority of the staff are satisfied with their job and have an opportunity to grow. Professional Learning Communities, Interdisciplinary Teaming and extended learning opportunities are readily available for students in the form of tutoring in writing, science, mathematics, and reading. Students are placed in advance academics and honors courses are readily available for students based on FCAT scores and teacher recommendations. Information from the survey indicates that staff members are satisfied with their work location, many of them are would like to be included in financial matters related to work.

Performance Results:

Results of the 2006 Organization Performance Snapshot self-assessment survey indicate that an overall average for section 6 entitled Process Management results was 3.6. Based on the survey, 59 percent believes there is a good process for doing work. Opportunity for improvement indicates a need to provide resources to improve the quality of work.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

All students in grade nine and ten will make learning gains to acquire the knowledge and competencies to master the state standards in reading.

Needs Assessment

Results from the 2006 Reading FCAT Assessment indicate that only 20 percent of combined students met the state required mastery level. In grade nine, 18 percent of students met the state required mastery level, and only 14 percent of students in grade ten met the required mastery level. Additional data derived from the 2006 reading FCAT Assessment indicate 44 percent of students tested in grades nine and ten made learning gains; 53 percent of the lowest quartile also made learning gains.

The 2006 Reading FCAT results data from No Child Left Behind subgroups (Blacks, Hispanics, and Students with Disabilities, Economically Disadvantage and Limited English Proficiency) did not meet the required mastery level in reading, therefore; adequate yearly progress was not achieved.

An assessment of 2005-2006 FCAT disaggregated data reveals those students in grades 9 scored lowest in the "Words and Phrases" content cluster. In grade 9, students earned 1 out of the 4 points (25 percent) in "Words and Phrases." In grade 10, students scored the lowest in "Words and Phrases" and "Reference and Research" content cluster. Grade 10 students earned three out of six possible points (50 percent) in "Words and Phrases" and earned eight out of 16 possible points (50 percent) in "Reference/Research." The strongest content cluster for grade nine

students was "Comparison" where students scored 50 percent of possible points. The strongest content cluster for grade 10 was "Main Idea/Purpose" content cluster; students score 56 percent of possible points. Reading scores ranging from 2002 through 2006 indicate that our 10th grade students have not performed on a consistent basis in the reading content clusters.

Overall growth was demonstrated in the lowest 25 percentile, however, few students moved from one level to another. The school currently has 488 level 1 grade nine students and 664 grade ten students.

As indicated from the above data, there must be a school wide initiative to improve reading skills. Instruction must be geared towards cross curriculum differentiated instruction, vocabulary development and reading fluency.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their skills in reading as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Homogeneously schedule all ninth grade students in an intensive reading class.	Curriculum Assistant Principal, Counselor	8/14/2006	9/8/2006	District Strategic Plan	\$0.00
Identify students in grades ten who scored at Reading FCAT Levels 1 and 2 (includes ESE standard diploma) and schedule them into an intensive reading class.	Curriculum Assistant Principal English Department Chairperson Reading Department Chairperson ESOL Department Chairperson ESE Program Specialist	8/14/2006	9/8/2006	District Strategic Plan	\$0.00
Schedule all eleventh and twelfth grade students who have not passed the Reading FCAT in an intensive reading class.	Principal, Assistant Principals, Counselors	8/14/2006	9/1/2006	District Strategic Plan	\$0.00
Increase percentage of Students with Disabilities in inclusion classes across grade level and subject areas.	Principal, Assistant Principals, ESE Program Specialist	8/14/2006	9/8/2006	Inclusion	\$0.00
Provide differentiated instruction to all students in intensive reading, Language Arts, LEP and Students with Disabilities focusing on specific needs.	Curriculum Assistant Principal, Language Arts, Reading, ESOL Department Chair, ESE Program Specialist	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

Continue Saturday Academy Program and After-school tutorial programs for all students with a focus on subgroups Blacks, Economically Disadvantage, Students with Disabilities, and Limited Proficient Students) that did not make annual learning gains.	Curriculum Assistant Principal, Reading Coach Department Chairpersons	9/13/2006	5/4/2007	District-wide literacy plan	\$0.00
Schedule all ninth grade students into one of four interdisciplinary teams.	Principal, Assistant Principals, Counselors	8/14/2006	9/8/2006	Academic Teams	\$0.00
Schedule all grade 10 level 1 and level 2 students into the Intensive Reading	Principal, Assistant Principals, Counselors	8/14/2006	9/8/2006	District Strategic Plan	\$0.00
Provide differentiated instruction across the curriculum to all students.	Principal, Assistant Principals, Department Chairpersons, and Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize research-based programs, such as, Holt Rhinehart, Source Books, FCAT Explorer and Read 180 to ensure student progress.	Assistant Principals, Language Arts, Reading, ESOL Department Chairs, ESE Program Specialist, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide all 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 Technology Specialist	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Holt Elements of Literature

Holt Florida Practice Tests

Holt Interactive Reader

Great Source Reading Based Program Creating Independence through Student-Owned Strategies (CRISS),

Reading Plus

Read 180 (Students with Disabilities only)

FCAT Explorer

Teen Biz (LEP students)

Professional Development

MAZE Assessment Training

Interim Progress Assessments Training

FCAT Reading Item Specifications Training

Provide opportunities for teachers to participate in various workshops related to reading instruction, Reciprocal Teaching reading strategies.

8-step Continuous Improvement Model(CIM), and Data driven decision making

Additional follow-up professional development opportunities will be provide include:

Inclusion Model

Edusoft training

Differentiated Instruction

Student Performance Indicators (SPI)

Bloom's Taxonomy

Benchmark Aligned Curriculum

Evaluation

Utilize the 2007 Florida Comprehensive Assessment Test (FCAT)

Reading, District authorized pre and progress formative assessments to monitor individual progress in reading

Gates MacGinitie test to analyze students' specific needs

MAZE Assessments

Individual Teacher Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students in grade nine and ten will make learning gains to acquire the knowledge and competencies to master the state standards in mathematics.

Needs Assessment

An analysis of the results of the 2006 data shows that 46 percent of students in grades 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.

In the No Child Left Behind subgroups, Hispanic students met the required mastery level, while Black students, Economically Disadvantaged Students, Limited English Proficient Students, and Students with Disabilities did not achieve Annual Learning Gains (AYP) in mathematics. Students in the lowest 25 percentile are continuing to show progress; however, students are not showing an increase from one achievement level to the next achievement level .

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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, all students in grades nine and ten will improve their skills in mathematics as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and schedule level 1 and 2 tenth grade students in an intensive mathematic class in addition to their Geometry class.	Curriculum Assistant Principal, Counselors	8/14/2006	9/1/2006	District Strategic Plan	\$0.00
Identify and schedule eleventh and twelfth grade students who have not passed the FCAT Mathematics Assessment in an intensive mathematics class.	Curriculum Assistant Principal Counselors Mathematics Chairperson	8/14/2006	9/1/2006	District Strategic Plan	\$0.00
Increase the number of inclusion mathematic courses to serve Students with Disabilities.	Curriculum Assistant Principal ESE Specialist, Counselor	8/14/2006	9/1/2006	Inclusion	\$0.00
Continue to promote parent participation in the annual Science/Math Fair.	Assistant Principals, Mathematics Chairpersons, Teachers	8/14/2005	5/25/2007	District Strategic Plan	\$0.00
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, Mathematics Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Develop curriculum maps and instructional	Assistant Principals, Mathematics	8/14/2006	9/1/2006	District Strategic	\$0.00

focus calendars from the Competency-Based Curriculum and the Sunshine State Standards for Algebra I, Geometry, Intensive Mathematics, ESOL, and ESE.	Chairpersons, Mathematics Teachers			Plan	
Utilize state adopted research-based textbooks in mathematics.	Assistant Principals, Mathematics Chairpersons, Mathematics Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Mathematics Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Identify the students in all subgroups scoring at 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	Assistant Principals, Mathematics Chairpersons, Mathematics Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Assistant Principals, Mathematics Chairpersons, Mathematics Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Continue Saturday Academy and After-school tutorial programs 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, Mathematics Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Textbook: Prentice Hall Mathematics

FCAT Explorer

Professional Development

Data Analysis and Data-driven decision making

Reciprocal Teaching

Creating Independence through Student-owned Strategies (CRISS)

FCAT Explorer

Curriculum Mapping

Mathematics Item Specifications

8-Step Continuous Improvement Model

Cognitive Tutor

Evaluation

Pre/Post FCAT Practice Test

Research-based software to diagnose and monitor
progress in mathematics.

Interim Assessments

Individual Teacher Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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 that 73 percent of students are meeting state standards in writing. The school did not meet annual yearly progress in writing in all subgroups. There was an 11 percent decrease in 2006 as compared to the 2005 results. This decrease can be attributed to the lack of emphasis in writing across the curriculum. School writing needs have been addressed and prioritized for the 2006-2007 school year to include cross curriculum writing, intensive writing practice plan for ninth and tenth grade students and writing workshops for grade ten students.

The writing data also indicates that of the 893 students tested 83 percent scored 3.5 and above in persuasive writing, while 64 percent scored 3.5 and above in expository writing. Practice should include writing extended responses to content-based questions and multi-paragraph essays throughout the core subject areas.

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

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 84 percent of students achieving 4.0 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Reading and Language Arts Department Chairpersons, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Model writing activities to include short and extended response questions.	Reading and Language Arts Department Chairpersons, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Administer timed expository and persuasive writing practice essays every three weeks to 9th and 10th grade students.	Language Arts Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Incorporate creative writing assignments and research papers across the curriculum to increase writing proficiency.	Teachers	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Holt Elements of Literature
Holt Florida Practice Test
Holt Interactive Reader

Professional Development

Writing Strategies
FCAT Writing
Holistic Scoring T
The Writing Process
Types of Essay
FCAT Writing Specifications

Evaluation

Scores of the 2006 FCAT Writing+ Assessment
District Writing+ Pre/Post Assessments
Monitor student achievement through the use of practice prompts

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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:

All students in grade eleventh will make learning gains to acquire the knowledge and competencies to master the state standards in science.

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 based on the Sunshine State Standards, students in grade eleventh will meet high standards as evidence by 40 percent scoring at Level 3 or greater on the 2007 Science FCAT Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to promote parent participation in the annual Science Fair.	Principal, Assistant Principals, Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	Career Development Programs	\$0.00
Utilize reciprocal teaching techniques to increase student comprehension of written material.	Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Monitor classroom instruction through lesson plans, benchmark assessments, and district approved quarterly assessment.	Principal, Assistant Principals, Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies).	Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Administer a pre and progress FCAT style site-authored assessment.	Assistant Principals, Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Develop and implement a science fair research project for students in Earth Space Science, Chemistry, Physical Science and Biology.	Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	School-to-Career	\$0.00
Provide group tutoring and home learning activities weekly focusing on the tested	Science Department Chairperson, and all Science teachers	8/14/2006	5/25/2007	Academic Teams	\$0.00

benchmarks.					
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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 skills.	Assistant Principals, Science Department Chairperson, and all Science teachers	8/7/2006	5/25/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Glencoe Earth Science Geology and the Environment

Campbell Biology AP/IB

Prentice Hall Biology Exploring Life

Prentice Hall Biology

Glencoe Physical Science with Earth Science

Holt Rhinehart & Winston Modern Chemistry

Steven Zundab Chemistry (AP)

Holt Rhinehart & Winston Physics

Sway College Physics

Professional Development

Biology Focus Lessons

Earth Space Science Focus Lessons

8-Step Continuous Improvement model (CIM)

Laboratory Preparation and Planning

Using Manipulatives in Science

Science Fair Preparation

District In-services

Evaluation

Science Pretest/Progress

2007 FCAT Science

Bi-weekly Teacher Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

North Miami Senior High will develop a strong community partnership with parents.

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.

A significant number of parents participated in New Student Orientation and Open House . The attendance at the Parent Teacher, Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) was extremely low. Improved parental attendance at PTSA and EESAC meetings is necessary to provide increased information to parents.

Measurable Objective

Given continued emphasis on parental, family and community involvement, members of North Miami Senior High School's community will utilize the Parent Resource Center and engage in small group parent information sessions a minimum of 75 hours during the 2006-2007 school year, as documented by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Market and encourage participation in the District's Parent Academy Classes.	Principal, Assistant Principals, Activities Director, Counselors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Encourage and increase parental involvement, participation in students' achievement, and planning.	Principal, Assistant Principals, Activities Director, Counselors, Teachers	10/2/2006	3/16/2007	Community Partnerships	\$0.00
Develop and monitor a Parent Resource Center at the school to provide parents with a variety of information.	Principal, Assistant Principals, Activities Director, Counselors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	School-to-Career	\$0.00
Invite parents to participate in awards ceremony, honoring the achievements of selected students in grades 9-12.	Principal, Assistant Principals, Activities Director, Counselors, Teachers	1/8/2007	5/18/2007	District Strategic Plan	\$0.00
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, Teachers	1/8/2007	5/18/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide strategies through the Parent Resource Center for parents to use at home to support reading, math, writing, and	Principal, Assistant Principals, Activities Director, Counselors, Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00

science achievement through workshops, printed information at open house and community school/parent outreach programs.					
Conduct a Parent /Teacher/Student Association drive to increase parent participation pertaining to schoolwide concerns.	Principal, Assistant Principals, Activities Director, Counselors, Teachers, PTA President	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Form a communication network between the school, local businesses, library,parks and recreation, in order to bridge the gap between the school and these agencies.	Principal, Assistant Principals, Activities Director, Counselors, Career Specialist, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Increase parental involvement especially with the AYP subgroups and those scoring in the lowest 25 percent.	Principal, Assistant Principals, Activities Director, Counselors, Teachers	9/1/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Florida Parent
National PTA Standards

Professional Development

Monthly EESAC Meetings
PTSA Workshops
PTA/PTSA meetings
Parent Academy
Resource Fair

Evaluation

PTSA membership rosters
PTSA/EESAC minutes

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 2005-2006 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 2005-2006 retention rates, 18.8 percent of 9th graders were retained, 14.9 percent of 10th graders, 13.8 percent of 11th graders, and 2.9 percent of 12th graders. Student discipline and school safety is a major priority for all stakeholders involved.

Measurable Objective

North Miami Senior High staff will implement a school-wide progressive discipline plan, and all safety to life procedures to decrease the school's out-of-school suspension rate by 5 percent from 342 in 2006 to 325 in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign students to the Saturday Academy as an alternative to suspension.	Assistant Principals, Administrative Assistant	8/25/2006	5/25/2007	District Strategic Plan	\$0.00
Report all safety-to-life issues by completing custodial request forms.	Assistant Principals, Custodians, Zone Mechanic	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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, Teachers	8/21/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the Miami-Dade County Public School's Code of Student Conduct.	Principal, Assistant Principals, Counselors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Enforce the school's uniform and dress code plan.	Principal, Assistant Principals, Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

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.

Secondary Student Code of Conduct

Evaluation

Monthly Student Case Management Report

End of the year Student Case Management Report

District Cognos Reports

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

It is our goal to maintain high technology standards and to improve instructional technology support.

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 LEP, Students with Disabilities and International Baccalaureate. 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 11 percent of the faculty and staff consider themselves at an advanced technical skill level, 52 percent intermediate skill level, and 37 percent beginner skill level. With the implementation of the district wide electronic grade book, 98 percent of the faculty will need to be trained on the Excelsior Pinnacle Grade book Program.

Measurable Objective

North Miami Senior High School will expand the use of instructional technology and specific training and support in the use of the Electronic Gradebook, 100% of teachers will utilize the Electronic Gradebook in 2006-2007 to record, average, and monitor grades as compared to 20 percent utilization in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/31/2006	5/30/2007	Academic Teams	\$0.00
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	8/21/2006	5/30/2007	Academic Teams	\$0.00
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, Teachers	8/21/2006	5/30/2007	Community Partnerships	\$0.00
Survey teachers to assess classroom technology needs.	Technology Technician	9/1/2006	9/29/2006	District Strategic Plan	\$0.00

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

Quarterly reports from the electronic grade book

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 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, the health-care worker of the future will be multi-skilled and work in non-traditional settings.

Needs Assessment

Health Occupations Students of America (HOSA), is a National Career and Technical Student Organization endorsed by the U.S. and Florida Department 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 percent health care. National HOSA has more than 78,000 members in 37 states and Puerto Rico. Florida HOSA has the fourth largest membership with more than 6,700 members. 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 percent 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		ALIGNMENT	BUDGET
		START	END		
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	Mentoring Opportunities	\$0.00
Prepare a health education project in the "Impact of Bullying" and distribute findings to students, parents, faculty and staff.	Assistant Principals, HOSA Sponsor, Counselors, Teachers	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
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, Health Teachers	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
Shadow nurses and doctors yearly at Jackson Memorial Hospital (mentorship program).	Assistant Principals, HOSA Sponsor, Teachers	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
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	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
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, Health Teachers, HOSA Sponsor	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Site- authorized in services
Character Education
District workshops

Evaluation

Student rosters
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 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 2005-2006 school year indicates that 6.45 percent of the student body is enrolled in the JROTC program. Cadet enrollment is as follows: 75 male, 90 female, totaling 165 cadets. This enrollment includes African American and Hispanic students.

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 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reflect and build upon the previous year's curriculum.	JROTC Sponsors, Assistant Principal, Counselors	8/14/2006	5/25/2007	School-to-Career	\$0.00
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.	8/14/2006	5/25/2007	School-to-Career	\$0.00
Promote College ROTC scholarships and service academy appointments.	JROTC Sponsors, Assistant Principal, Counselors, CAP Advisor	8/14/2006	5/25/2007	School-to-Career	\$0.00
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	8/14/2006	5/25/2007	School-to-Career	\$0.00

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

GOAL 10 STATEMENT:

North Miami Senior High School will rank at or above the 61st 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 2005 North Miami Senior High School ranked at the (60th) percentile on the State of Florida ROI Index.

Measurable Objective

Given increased attention to efforts which relate to components in the derivation of the Return on Investments Index (ROI), the resulting ROI will increase in ranking on the State of Florida ROI index publication from the 65 percentile in 2005 to the 70 percentile on the 2006 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.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, Activities Director, Business Manager, Treasurer	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Regional Center and District In-services

Evaluation

State of Florida ROI Index Publication

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 2005-2006 school year was 51 percent. There was a 12 percent increase in the total graduation rate of the 2005-2006 school year bringing the total to 63 percent. The drop-out rate for 9th graders was 3.6 percent, 10th graders 4.8 percent, 11th graders 3.9 percent, and 12th graders 2.3 percent. The total drop-out rate for the school was 3.7 percent. Student retention rates for the 2005-2006 school year are as follows: 9th graders 16.3 percent, 10th graders 16.5 percent, 11th graders 10.1 percent, and 12th graders 1.9 percent bringing the average retention rate for the school to 11.9 percent.

Measurable Objective

Given instruction utilizing the Sunshine State Standards, the total graduation rate for the 2006-2007 school year will increase by 1 percent from 63 percent in 2006 to 64 percent in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review career education programs/academies with the school community.	Principal, Assistant Principals, Counselors, Career Specialist, and Activities Director	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Provide mandatory student graduation informational session to all Senior parents.	Principal, Assistant Principals, Counselors, CAP Advisor	8/14/2006	4/1/2007	District Strategic Plan	\$0.00
Conduct an annual Career Fair highlighting career alternatives and will conduct exit interviews	Principal, Assistant Principals, Counselors, Career Specialist, and Activities Director	1/8/2007	5/4/2007	District Strategic Plan	\$0.00
Facilitate post secondary institution recruitment sessions.	Principal, Assistant Principals, CAP Advisor, Counselors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Increase counselor/student conferences to target potential drop-outs.	Principal, Assistant Principals, Counselors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Conduct motivational presentiaions to motivate students to work towards graduation.	CAP Advisor, Counselors, Assistant Principals, Class Sponsors	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement interdisciplinary teaming philosophy to all 9th grade students to assist them in ajusting to high school.	Principal, Assistant Principals, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

SSS Readiness Profile

Professional Development

On site Presentations from Colleges and Universities

Staff inservices on retention and graduation

Regional and District in-services

Evaluation

Scores from the 2006 FCAT
NCLB 2006 statistics
School District Profile

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 School Improvement Plan (SIP) strategies. The EESAC recommends that funds are allocated for student achievement purposes such as, the FCAT and other required assessments.

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.

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
<hr/>	
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