



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI NORTHWESTERN SENIOR HIGH SCHOOL

District Name: Dade

Principal: Mr. Charles E. Hankerson

SAC Chair: Arthurine Jackson

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
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325 West Gaines Street
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VISION/MISSION/BELIEF STATEMENTS

VISION

The vision of Miami Northwestern Senior High Community School (MNSH) is for all stakeholders (teachers administration, staff, parents, students, community members and business partners) to be committed to providing educational excellence for all students and to build a school whose culture is reflective of the principles of the Coalition of Essential Schools as it prepares its graduates to be successful in both the world of work and in their personal endeavors. All stakeholders will be empowered to work collaboratively in regard to the school's strategic planning and decision making. The principal shall provide strong instructional leadership that frames the school's vision and mission and assists in ensuring that the vision and mission become reality.

MISSION

The mission of Miami Northwestern Senior High Community School is to “awake the nation.” All stakeholders will meet and exceed the academic and vocational needs of all students, continually motivating and encouraging students to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will empower them to lead productive and fulfilling lives as lifelong learners and responsible citizens.

All stakeholders will accomplish this mission and awake the nation by being patient and focused. All stakeholders will trust in the systems being put into place and will always think positive and allow themselves to expand their knowledge; remembering knowledge leads to growth and growth leads to success. Educators must not be complacent; they should continually challenge themselves to reach their highest level of potential. Teachers will scan assessments, pull data, graph and analyze reports and use this information to drive instruction. Stakeholders will always be aware of the level of instruction and the level of the students because the outcome will be determined by data which will document the truth and educators will become technologically sound. MNWSH will be an environment where it is okay not to know, but it is not okay not to seek the answers. There will not be compromises; students will always be educated at a higher level. Best practices will be shared and all stakeholders will continually strive for greatness.

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SCHOOL PROFILE DEMOGRAPHICS

SCHOOL PROFILE / DEMOGRAPHICS

Facility/Community

Miami Northwestern Senior High Community School (MNSH) was erected in 1955 on 20 acres of land located at 7007 NW 12 Avenue. The current facility, located at 1100 NW 71 Street was built in 1997 to replace the original structure. It is located in a mixed commercial and residential zoned area bound by commercial businesses, single family homes, and apartments.

This inner city community high school is the heart and soul of the Liberty City area. It is a safe haven from the environmental and social ills of the community and serves as a beacon of hope and inspiration for generations of learners.

The school's accountability grade and lack of adequate yearly progress (AYP) for the past four years has warranted school stakeholders to look more closely at the need for radical paradigm shifts in the school's direction. A detailed look at the present and future requirements of national and state educational reform initiatives such as the No Child Left Behind Act (NCLB), and the governor's Just Read, Florida! further illustrated to MNSH stakeholders the need for significant changes that will improve students' academic achievement.

Through collaboration of the administration, faculty, staff, students, parents and the community, MNSH decided to pursue a Comprehensive School Reform (CSR) Process. Encompassed in this school-wide reform is the support and resources found within the Continuous Improvement Model (CIM) adopted by the Local Educational Agency (LEA) in its efforts to reform low performing schools throughout the school district within the "School Improvement Zone." Other reform efforts such as inclusion and the school's move toward smaller learning communities only serve to enhance the CSR initiative. Over the past two years, MNSH has been moving steadily toward expanding the number of Students With Disabilities (SWD) included in the general curriculum. During 2007/2008 inclusive practices have been expanded school wide in an effort to increase the number of SWD spending 80% of their day in classes with the general education population classrooms. Inclusion classes utilizing the co-teaching model will be offered for all core subjects across all grade levels. The school's participation in a small learning communities grant commencing with the 9th grade for the 2007-08 school year has allowed the teams of teachers and administration to participate in professional conferences related to the creation of small career oriented academies at MNSH. This served to supplement the efforts of the CSR to individualize instruction based on students' needs and interests.

Prior to the opening of school teachers will participate in academic summits and intense professional development activities to ensure their understanding of the procedures, policies, and intense academic focus of MNSH for the 2007-2008 school year. Throughout the school year, the reading, mathematics, and science coaches as well as curriculum support specialists from the district will provide in-services in the areas of benchmarking, focus calendars, instructional strategies, classroom management and the use of assessment tools to all faculty members across the curriculum. MNSH teachers will also participate in professional development in-services focused on the elements of the CIM model and how these concepts can be infused into the curriculum using technology.

According to data released by the state of Florida, the graduation rate for MNSH is low and absenteeism among students, faculty, and staff is high. Suspension rates are high, parental involvement is low, and the school received a grade of F on the 2006-2007 Florida Comprehensive Assessment Test (FCAT).

Alarmed by this information, the leadership team of MNSH decided to organize initiatives to target these areas. Miami Northwestern Senior High Community School will initiate a literacy initiative across the curriculum. It is an inclusive program, designed to improve the reading comprehension, writing, and communicative skills of its students involving all subjects including electives. Professional Development designed to equip teachers with proven pedagogies and strategies essential to produce improvements in the literacy education of its students will be an integral part of the initiative. Data analysis will be a major focus of the literacy initiative. Teachers will attend biweekly data chats with the administration in order to address the needs of their students. Clearly, educational pedagogies and strategies to date are not addressing the literacy learning needs of our student population. The literacy initiative will be a focused, determined effort on the part of MNSH teachers to effect change. A stringent, proactive approach will be taken towards attendance and behavior. Through the utilization of the Parent Academy workshops will be held to assist parents in areas of need. The school and home must work together to achieve positive results and parents must be provided the tools in order to accomplish this endeavor. All school stakeholders will be involved in the planning, implementation and evaluation of the literacy initiative.

Student Demographics

Miami Northwestern Senior High Community School serves students who reside primarily in the Liberty City area of the Miami-Dade County school district. It serves approximately 2500 students in grades 9-12. In its commitment to school and community it offers a varied program of academic, vocational, and career preparation. The school's population of students includes 72% standard curriculum students, 1 percent English Language Learners (ELL) students, 4.8 percent Gifted, 15.6 percent Special Education (SPED), and 7 percent vocational. The ethnic/racial makeup of the student population is 93 percent Black non-Hispanic, 0.6 percent Hispanic, +0 percent White non-Hispanic, and +0 percent Asian/Indian/Multiracial. The stability rate of the school is 50 percent, which is alarmingly lower than the district's 92 percent and the state's 91.4 percent rates. The Special Education (SPED) program services the following student population: 70 educable mentally handicapped, four physically impaired, four speech impaired, one hearing impaired, one visually impaired, 57 emotionally handicapped, 16 trainable mentally handicapped, and 274 specific learning disability. Sixty-two percent of the student population receives free or reduced lunch. Eighty-nine percent of the ninth grade students are currently performing at Reading Levels 1 and 2 and 75 percent are performing at Mathematic Levels 1 and 2. Ninety-one percent of the tenth grade students are currently performing at Reading levels 1 and 2 and 77 percent are performing at Mathematics Levels 1 and 2. The standard curriculum pupil teacher ratio is 18:1.

Teacher/Staff Demographics

MNSH employs a total of 214 full-time staff members. Of this group, six are administrators (two females, four males; 66.6 percent Black Non-Hispanic, 16.6 percent White Non-Hispanic, 6.6 percent Hispanic). The ethnic ratios of the full

time staff are 60 percent Black Non-Hispanic; 17 percent White Non-Hispanic; 16 percent Hispanic; and 7 percent Asian/American Indian. Staff attendance rate averages 94.8 percent. The school has a designated Mathematics Coach, Academy Coordinator, Testing Chair, 3 Reading Coaches, a College Assistance Program Advisor, 2 Community Involvement Specialists, 2 Social Workers and one Career Specialist to support student achievement (academic and technical/vocational) and the connection between the school and the business community. The Leadership Team is made up of the Principal, Vice Principals, Assistant Principals, Academy Leaders, Department Chairpersons, Media Specialist, College Advisory Specialist, Reading Coaches, Mathematics Coach, Teacher of the Year, Rookie Teacher of the Year, Technology Specialist, Test Chairperson, Business Manager and Activities Director.

SCHOOL MATCH

Miami Northwestern SHS will establish a school match relationship with Charles Flanagan SHS located in Pembroke Pines, Florida. Miami Northwestern SHS had a 99% Minority Rate for the 06-07 school year and 61% of the population at the school was considered Economically Disadvantaged. Charles Flanagan SHS had a 70% Minority Rate for the 06-07 school year and 26% of the population was considered Economically Disadvantaged. Flanagan SHS achieved a school grade “C” however the school has been a “B” in previous years.

Miami Northwestern SHS will attempt to replicate some of the programs and methods utilized by Charles Flanagan SHS in order to increase student achievement.

QUALITY STAFF

Highly Qualified Administrators

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Highly Qualified Certified Administrators

Mr. Charles E. Hankerson, principal of Miami Northwestern Senior High Community School is a graduate of Hampton University with a Bachelor of Science Degree. He received his Masters degree from Nova Southeastern University in Administration Supervision. Mr. Hankerson has served in the role of principal for the past fourteen years.

He was the principal of North Miami Senior High School for seven years and distinguished himself by leading the school to a "C" status for the first time in the school's history. He also served as the principal of Richmond Heights Middle School for one year. In addition, Mr. Hankerson served as principal of Pine Villa Elementary School for two years, increasing their state assessment scores to new heights and Leisure City K-8 Center where, under his leadership, the school received a "B" status for the first time in the school's history. Mr. Hankerson also served as a Region Director before deciding to return to the school site.

Mr. Eddie Medina, vice principal of Miami Northwestern Senior High Community School is a graduate of Florida International University with a Bachelor of Science Degree. He received his Masters degree from Nova Southeastern University in Educational Leadership. Mr. Medina has served in the role of vice principal for the past year. He was an assistant principal at Westview Middle School for three years where he was the principal's designee in charge of school operation. He also served as the assistant principal at Design and Architecture Senior High for one year. In addition, Mr. Medina served as administrative assistant at Miami Palmetto Senior High for four years, assisting assistant principals with attendance and minor discipline. Mr. Medina uses his inter-personal skills and educational vision to move students and staff members towards educational excellence.

Mr. John H. Walker is a Graduate of Miami Carol City Senior High School class of 1968. He attended the University of Arkansas at Little Rock, where he received his Bachelor of Arts Degree in Business Administration. He also attended Nova Southeastern University where he received his Master's Degree in Mathematics and Certification in the area of Administration and Supervision. Mr. Walker began his teaching career as a High School Math Teacher at Miami Central Senior High School. He also taught at COPE Center. He was an Assistant Principal at Miami Edison Senior High School for ten years. While at Miami Edison Senior High School he was involved in overseeing various duties such as, school operations, curriculum, and school site management. Mr. Walker went on to become an Assistant Principal at Allapattah Middle School and Coral Gables Senior High School. After 12 years of being an Assistant Principal he was appointed as a temporary Principal at Leisure City K-8 Center. He is now one of the Vice Principals at Miami Northwestern Senior High School.

Mr. Wallace Aristide is a graduate of Bethune Cookman College with a Major in Criminal Justice and a Minor in Accounting. He is also a graduate of Nova Southeastern University where he received a Master's Degree in Specific Learning Disabilities and Certification in the area of Educational Leadership. Mr. Aristide is entering his second year as the Assistant Principal of Operations at Miami Northwestern Senior High School. He came to us from Michael M. Krop Senior High

School, where he also served as an Assistant Principal. During his tenure at Michael M. Krop, Mr. Aristide was responsible for Attendance, Athletics, Facilities, Custodians, School Monitors, Business and Industry, JROTC, Physical Education, and 11th Grade Discipline. Mr. Aristide has also worked as an Assistant to the Principal of various schools such as, Miami Central Senior High School and North Miami Senior High School where he served as the Head Football Coach, Miami Edison Senior High School, and Miami Norland Senior High School, where he served as the Athletic Director. Mr. Aristide takes pride in being a member of Miami Northwestern Senior High School and is looking forward to enhancing that great Bulls Tradition!

Dr. Yolanda Mendoza, Assistant Principal of curriculum at Miami Northwestern Senior High Community School has a Bachelor of Science Degree in Elementary Education and Middle Grades Mathematics, a Master of Science Degree in Mathematics Education, and a Doctorate of Philosophy in Counseling and Educational Psychology. She also possesses state certification in Educational Leadership and National Board Certification in Early Childhood through Young Adulthood Exceptional Needs. She is entering her fourteenth year of employment with the Miami-Dade County Public School (M-DCPS) system. The first three years of her career were spent at W. R. Thomas Middle School where she taught all levels of Mathematics and Science and worked closely with the coordinator of the alternative education program. She worked seven years at Southwest Miami Senior High School where she taught all levels of mathematics to students with learning disabilities and was instrumental increasing the school's grade from a D to a C through the achievement levels of her students. She returned to W.R. Thomas Middle School as the Program Specialist, Exceptional Student Education Curriculum Leader, Behavior Management Teacher, and Administrative Assistant where she implemented programs that were significant in raising student achievement.

Ms. April Thompson, Assistant Principal, is entering her thirteenth year of employment with the Miami-Dade County Public School (M-DCPS) system. The first five years of her career were spent at W. R. Thomas Middle School where she taught all levels of English and Social Studies. She later transferred to Southwest Miami High School and served as Curriculum Leader for the Social Studies Department. She actively served on the Literacy Team and was involved in the in-service training for teachers in disaggregating data and using it as a tool for instruction, all of which contributed to improving the school's letter grade. She is a first year Assistant Principal at Miami Northwestern Senior High and is committed to assisting the principal each day with the monitoring of the schools' data and analyzing ways to strategically target areas for improvement. She has a Bachelor of Arts degree in History, Certification in Social Sciences (5-9) and History (6-12), a Master of Science Degree in Social Science Education, an Educational Specialist degree in Educational Leadership and is currently pursuing her Doctorate Degree in Educational Leadership and Organization.

Recruitment/Retention of Highly Qualified Teachers

RECRUITMENT / RETENTION OF HIGHLY QUALIFIED TEACHERS

A key component of student learning is teacher quality. Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of teachers specifically in reading. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities. Additionally, alternative methods, such as the recruitment of non-education majors, sign on bonuses in critical shortage areas, and the opportunity to attain add on certification in critical shortage areas by passing the certification exam without a course of study in the area. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advance contracts are offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities are working to recruit and retain highly qualified educators for the students of M-DCPS. Teachers in critical shortage areas are provided a one time sign on bonus. To ensure the retention of teachers in high need areas especially reading, support through professional development that strengthens the knowledge base, supplements, access to mentor teachers and collaboration with colleagues will be utilized.

Miami Northwestern is committed to selecting and retaining highly qualified teachers. Recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as participation in teacher recruitment fairs. The school will participate in student teaching programs with local colleges and universities, attend teacher fairs, change the existing culture, positively promote the school in the community and thoroughly screen potential applicants. To retain our new teachers, a Beginning Teachers' Professional Learning Community that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members' in their professional development will be in place the 2007-2008 school year. The faculty and administration currently consists of 45 teachers who have a master's degree, 13 teachers who hold a specialists degree, five teachers who hold a doctoral degree, all of the administrators hold masters degrees, one administrator holds a doctoral degree and one is pursuing a doctoral degree. Experienced teachers on the faculty are encouraged to seek National Board Certification, participate in mentorship programs and become certified in Clinical Supervision.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

SCHOOL WIDE IMPROVEMENT MODEL

Although Miami Northwestern is not a member of High Schools That Work (HSTW), a reform model recognized by United States Department of Education as an innovative, proven method for raising student achievement and personalizing the educational experience for high school students key practices from this model will be utilized. Research has proven these key practices to be successful in improving student achievement. The Key Practices of High Schools That Work that will be utilized are:

- High expectations – setting higher expectations and getting more students to meet them.
- Vocational studies – increasing access to intellectually challenging vocational and technical studies, with an emphasis on using mathematics, science, language arts and problem-solving skills in the workplace and in preparation for continued learning.
- Academic studies – increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.
- Program of study – having students complete a challenging program of study with an upgraded academic core and a major.
- Work-based learning – giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies and should be planned by educators, employers and employees.
- Teachers working together – having an organization, structure and schedule giving academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.
- Students actively engaged – getting every student involved in rigorous and challenging learning.
- Guidance – involving each student and his or her parents in guidance and advising system that ensures the completion of a program of study with an in-depth academic or vocational-technical major.
- Extra help – providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes an academic and technical content.
- Keeping score – using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

Miami Northwestern is using the Florida Continuous Improvement Model (FCIM) which is a research-based and performance driven school wide improvement model that encompasses the following components:

PLAN

Data disaggregating and analysis: Teachers will disaggregate preceding year's FCAT data and diagnostic test data using the Disaggregate, Assess, Review and Target (DART) model and examine trend data to identify instructional subgroups and weak and strong objective areas. Teachers will be trained in data disaggregating to help develop curriculum maps in reading, math and science as well as other subject areas.

DO

Professional Development will be offered to instructional staff through faculty, academy and department meetings, and Early Release Days to provide teaching methodologies that best support the targeted benchmarks/clusters. Teachers will target benchmarks/clusters utilizing teaching methodologies in their daily lessons.

STUDY

Biweekly-assessments and quarterly test data will be analyzed by teachers, leadership team, and department chairs to determine need for re-teaching, remediation, immediate intervention, or enrichment.

- Informal/formal assessments-Diagnostic tests will be given through out the school year. Biweekly assessments will be given by classroom teachers based on FCAT benchmarks. Results will be discussed in classrooms with students, by teachers in department grade level meetings and in data chats with the principal. Quarterly assessments developed by the district will be given in classrooms. All test results will be shared with students and parents.

ACT

Adjustments and modifications will be made to curriculum maps as needed based on data reviews. Re-teaching, interventions, and/or enrichment will occur to assure mastery of benchmarks/clusters. This cycle is continuous and will occur throughout the school year. Support will be provided to instructional staff by administration, leadership team, and mentor teachers.

COMMUNICATION WITH PARENTS

Miami Northwestern will establish and maintain positive parental involvement by utilizing the Parent Academy. Workshops will be offered on a monthly basis on topics of concern and interest to parents. The school will build strong ties with parents by communicating in many ways:

PASS Program

- An annual open house
- An annual conference night event
- Weekly communications with parents by the principal through Connect Ed
- Phone calls from teachers and administrators on as-needed basis
- Parent-teacher conferences

Communication with Parents

Miami Northwestern Senior High School notified parents in both English and Spanish of the Public School Choice Options in accordance with the required FDOE timeline. All parent notifications were sent by US Mail.

MNW provided written documents which were sent home to the appropriate parents by the schools (See attached letters notifying parents about Opportunity Scholarships, Choice Options and SES)

Miami Northwestern communicates in many other ways such as open house, newsletters, and phone calls from teachers and administrators on an as-needed basis and parent-teacher/administration conference.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

Teacher Mentoring

TEACHER MENTORING

The Reading Coaches, as part of the leadership team, will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. Implementation and maintaining the programs will include modeling effective strategies for teachers, pullouts, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students and model strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Miami Northwestern High School's Teacher Mentoring Program complements the district's Professional Assessment and Comprehensive Evaluation System (PACES). In addition to attending the district New Teacher Orientation, new second year teachers, as well as teachers new to Miami Northwestern will take part in the Teacher Support Program established at the school. The program is modeled upon the principles of the Coalition of Essential Schools utilizing Critical Friends Groups (CFG). The teachers will be paired with a more experience mentor teacher who has been trained in this role. Teachers will meet on a regular basis to provide each other with professional peer support in relation to improving classroom practice. The school's Reform CFG provides all teachers with information relating to using research-based reform initiatives to guide the improvement of teaching practice. The National Board Certified CFG consists of teachers who have received their National Board Certification providing guidance to teachers who are pursuing the certification. All teachers at the school participate in the district's Professional Development Plan (PDP) process and meet with school administrators to ensure that their PDP aligns

with the mission and goals of both the school district and the school. Traditional Faculty Meeting time is allocated to academy, department, and faculty meetings that focus on professional development sessions or faculty participation in the school improvement process.

All members are provided with a copy of a handbook, which is a resource manual that provides teachers with numerous materials to support instructional improvement. Leadership Team members also serve as Peer Coaches and assist teachers.

Best instructional practices are shared and modeled through a system of regularly scheduled academy, department, and faculty meetings that support professional development which strengthens the knowledge base of teachers.

Teachers that are low-performing as determined by student achievement and or the PACES evaluation are also assigned mentors along with a professional growth team. Data chats are held with the administration to discuss the effectiveness of teaching methodologies on student achievement and to discuss other types of support the instructor would like to have to increase teacher effectiveness. The results expected from the Teacher Mentoring Program include increased student achievement and improved teacher effectiveness.

Extended Learning Opportunities

EXTENDED LEARNING OPPORTUNITIES

A. Tutoring programs

To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teachers on a weekly basis using the students' assessment data or Individual Education Plan (IEP). The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency, vocabulary and or comprehension, desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

Miami Northwestern provides a variety of extended learning opportunities during the year:

- FCAT Benchmark intensive instructional groups (based on pre-test data from instructional focus benchmarks) utilizing a pullout model will be implemented for all Level 1 and 2 bubble students in reading and mathematics. Individualized instruction will be incorporated throughout the school day and Saturday mornings. Specialized lessons will be developed to improve the student's ability to use reading strategies to understand text, and to apply mathematical computations to solve word problems based on real world situations.

- Saturday School tutorial program is provided to all Level 1 and Level 2 students in reading and mathematics. Students receive instruction to improve their performance on targeted reading, writing and mathematics benchmarks. Lesson plans are collaboratively developed by teachers including the Reading Coaches, Math Coach and the Language Arts, Reading and Math Department Chairperson. Lessons are developed based on review and analysis of student progress as monitored by the FCIM.

- Any student who will be participating in a sport or extracurricular activity will participate in a mandatory tutoring program after school and Saturday morning. In order to be eligible to play in the next upcoming game, or participate in an event the student must have attended tutoring two days after school and Saturday morning.

Parents will be informed of extended learning opportunities through grade level orientations, weekly Connect Ed telephone calls, EESAC meetings, and PTSA meetings.

B. Mentoring Programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently mentoring programs in place at Miami Northwestern one of which is the 500 Role Models of Excellence.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

PROFESSIONAL DEVELOPMENT

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities.

Miami Northwestern is under the direction of the School Improvement Zone within Miami Dade County Public Schools, teachers are mandated to complete 56 hours of professional development for the 2007-2008 school year. Teachers will have the opportunity to participate in a variety of professional development opportunities initiated by the district or school. Differentiated Instruction, CRISS strategies, reciprocal teaching, co-teaching, multiple intelligences, and cooperative learning are included in these opportunities. All professional development activities are aligned with the school's goals and curriculum maps in order to provide teachers with the teaching methodologies necessary to increase student achievement. Teachers must stay current on the latest research related to their subject fields in order to increase student achievement. Professional development provides our staff the opportunity to enhance their content knowledge and to stay current on the latest research related to their subject fields.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

DISAGGREGATED DATA

In August, a summit is held to train curriculum leaders in data disaggregation. The school faculty participates in a school-wide data disaggregation activity, Disaggregate, Assess, Review and Target (DART), as they review and analyze the 2007 FCAT demographic data results. The data is then used to build curriculum maps and align appropriate professional development activities. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss biweekly the data results from benchmark mini assessments to determine student needs and effectiveness of instructional strategies. Teachers meet biweekly with the principal to discuss the results of their students.

In October, January and May subject/grade level teams meet to discuss data results from the district Interim assessments. The Data from these assessments is utilized to adjust their instruction to meet individual needs.

Teachers are provided with training so that they can use the Student Performance Indicators (SPI) software to examine individual student achievement data for each of their classes. They also receive training in Snapshot and Edusoft Software which provides additional assessment and comparative analysis of student achievement. Teachers are provided with web addresses for state and district level data sources. Administrators conduct biweekly data chats throughout the continuous improvement process.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

INFORMAL AND FORMAL ASSESSMENTS

Summative assessments will include:

- 2008 FCAT Reading Test Results

- 2008 FCAT Mathematics Test Results
- 2008 FCAT Writing+ Test Results
- 2008 FCAT Science Test Results

Formative assessments will include:

- Interim Assessments
- Read 180 Assessments and Reports
- Reading Plus Reports
- FORF / CELLA Tests
- Chapter Tests
- District Writing pre/posttests
- Science Projects
- Saturday School Tutorial pre/posttests

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

ALTERNATIVE INSTRUCTIONAL DELIVERY METHODS

Students who scored a Level 1 or 2 on the 2006-2007 FCAT and are in need of additional support in reading are placed in an intensive reading class. All Level 1 students in mathematics are placed in an intensive mathematics class. Before and after school tutoring are also provided for all students in mathematics, science, and reading.

The three Reading Coaches will each be assigned to specific grade levels. The Assistant Principal over curriculum will be responsible for facilitating all areas of the comprehensive and supplemental reading programs. The Reading Coaches will be held accountable for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress, and analyzing student data.

The FCAT Mathematics Coach will work collaboratively with the administration, data analyst and mathematics teachers in developing the instructional maps, implementing the Continuous Improvement Model, modeling effective strategies for teachers, designing and delivering professional development, monitoring student progress, and analyzing student data.

The school continues to expand access to honors, advanced academic classes, and the magnet programs while building the career academy model. Student use of the on-line courses offered through Florida Virtual School has been expanded as well as on-the-job training/internships and dual enrollment options.

A variety of teaching methodologies are incorporated into daily lessons. Students have the opportunity to receive one-on-one instruction, small group instruction, peer tutoring, cooperative learning groups, hands-on instructional activities, project-based instruction, computer-assisted instruction, and Service Learning projects.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify

precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

1. Different Innovative Approaches to Instruction
Reading, Writing, Mathematics and Science
Alternative Instructional Delivery Methods
2. Responsibility of Teaching Reading for Every Teacher
School Wide Improvement Model
3. Quality Professional Development for Teachers and Leaders
Teacher Mentoring
4. Small Learning Communities
Facility/Community, Graduation rates
5. Intensive Intervention in Reading and Mathematics
School wide Improvement Model
Reading and Mathematics
6. Course Choice based on student goals/Interests/Talent
School wide Improvement Model
7. Master Schedules based on Student Needs
School wide Improvement Model
8. Parental Access and Support
Parental Involvement and additional goal
9. Applied and Integrated courses
School wide Improvement Model
10. Academic and Career Planning
Facility Community, SAC Involvement, School wide Improvement Model

GOALS

Goal:	Reading
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Needs Assessment : Reading

Needs Assessment

Disaggregated student achievement data from the 2007 FCAT Reading Assessment, school grade and AYP information comprise the information the Leadership Team used to modify this year's reading objectives. Thirteen percent (13%) of the students scored at Level 3 or above in reading. Thirty three percent (33%) of students demonstrated learning gains in reading. The lowest 25 percentile made 46% gains in reading in 2006-2007. According to the disaggregated data, the areas of greatest instructional need are words and phrases and main idea/purpose.

Objective

Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanics students in grade nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Strategies

Strategies

Implement intervention programs during school and extended day tutorials for

students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.

Administer bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, modeling a strategy, practice, and feedback) to support the core literacy program.

Implement a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.

Provide students FCAT Benchmark Support Group (based on pre-test data from instructional focus benchmarks) for lowest quartile students in grade 10, including African American, and economically disadvantaged students. The Benchmark Support Group (Training Camp) will take place in the morning with students being paired up with Peer Mentors to work on specialized lessons developed to improve the student's ability to use reading strategies to understand text.

Implement Honors and Advanced Placement curriculum classes so that all students including subgroups have exposure to advanced academic curriculum.

Implement the Florida Continuous Improvement Model (FCIM) Plan-Do-Study-Act for continuous monitoring of student progress.

Provide all teachers with access to data (SPI's and Snapshot) and training on using the PDSA Cycle so they can analyze the progress of their students on individual reading benchmarks and target instruction in needed areas for all students.

Provide Saturday School tutorial program to all interested students at the beginning of the school year. Students will receive instruction to improve their performance on targeted reading benchmarks. Parents of students, including limited English proficient (LEP) and SPED, performing below grade level will be contacted by telephone regarding this opportunity

All teachers in grades 9 through 12 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

In addition:

- 1) 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.
- 2) Involve teachers in data driven decision-making by providing them with all available student performance data to enable them to analyze the ongoing progress of their students.
- 3) Reteach concepts/knowledge not mastered by students as evidenced by student performance data; and provide students who have obtained mastery with opportunities for enrichment.
- 4) Identify students in grades 9 and 10 who scored at FCAT Levels 1 and 2 (includes SWD standard diploma) and schedule them into an intensive reading classes with the appropriate comprehensive core reading curriculum (CCRP), supplementary reading program (SPR), and assessment.
- 5) Identify 11 and 12 grade FCAT retakers and schedule them into the English III and English IV classes together to facilitate systematic FCAT remediation during the two-hour block. Schedule 11th and 12th graders, who need to retake the FCAT, into remedial reading classes to facilitate systematic FCAT preparation.
- 6) Develop and implement instructional focus calendars from the District Competency-Based Curriculum and the Sunshine State Standards in reading, English, ESOL, and Special Education classes.
- 7) Schedule site-sponsored and district-sponsored staff development in content area reading instruction, reading diagnosis and assessment; analysis of data, Reciprocal Teaching, and vocabulary development.
- 8) Provide differentiated instruction within reading classes through an instructional rotational model (whole group direct instruction, small group tutorials, peer tutoring, independent computerized instruction, and independent reading) which focuses on specific student needs.
- 9) Schedule pullouts for “bubble” students in Levels 2 through 5 in need of development and advanced reading assistance.
- 10) Increase enrollment in Advanced Placement English classes and coordinate in-school tutorial efforts to assist students in achieving a score of 3 or higher.
- 11) Coordinate the FCAT Saturday Academy registration and after school tutoring sessions.

Evaluation

SUMMATIVE: 1. 2008 FCAT Reading Test results

FORMATIVE: 1. Bi-weekly and Interim Assessments 2. Read 180 Assessments and Reports 3. Interim Assessments 4. Saturday School tutorial pre/posttests 5. ORF Testing

Teachers will work collaboratively to decide student needs from the assessment results and discuss other factors that may have lead to low student achievement. In addition, the following is used to monitor the strategies: lesson plans, attendance rosters, and computer-generated reports.

Research-based Programs

Research-based Programs

Holt, Reinhart, and Winston, Elements of Literature
 Glencoe, Writer's Choice Great Source, FCAT Coach, Source Book, Reader's Handbook, , Read 180, Reading Plus, Kaplan Reading and Writing Advantage FCAT Grade 10 and Research and Education Association The Best Test Preparation for the FCAT Reading and Writing Grade 10

Professional Development

Professional Development

1. Teacher training on the use of reading strategies to implement Instructional Reading Curriculum Maps, in-house.
2. Teacher training on the use of the SPI, Snapshot, and Edusoft software and other sources of data and survey instruments in the PDSA Cycle, provided in-house and at the district level.
3. Reading Critical Friends Group – an optional collegial meeting of teachers to examine teacher practice and its impact on improving student achievement in reading.
4. Provide CRISS training to new teachers and veteran teachers who have not been trained in CRISS.
5. Reading Coaches will attend the Florida Just Read conference
6. Provide teacher training for the Intensive Reading teachers on the READ 180 program including Enterprise.
7. Provide teacher training for Reading Plus.
8. Provide teacher training on Differentiated Instruction
9. Provide teacher training on Reciprocal teaching
10. Provide professional development on Inclusion and using the co-teaching Model.

Highly Qualified Instructors

All teachers are teaching in-field and are highly qualified.

Highly Qualified Instructors

Highly Qualified Instructors

All teachers are teaching in-field and are highly qualified

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	CRISS, 8-Steps Continuous Improvement Model, Kaplan Advantage Series, Reading and Writing Sourcebook	Student Achievement Enhancement Program, Title 1 allocatiion,IDEA funds	15000
Technology	Read 180, Accelerated Reader, Amsco FCAT Simulation, Reading Plus	Student Achievement Enhancement Program EESAC funds	25000
Professional Development	CRISS, 8-Steps Continuous Improvement Model, Vocabulary Development in Content Area, FCAT Question Stems, Kaplan Advantage, Differentiated Instruction, Reciprocal teaching, Co-Teaching Model, Critical Friends, AVID	Student Achievement Enhancement Program, Title II Summer allocation	5000
Other	FCAT Tutorials, Classroom Libraries, FCAT Reading Amsco Reading, Kaplan Advantage, Amsco FCAT Reading Social Studies, Vocabukary Workshop D, E, Teen Newsweek, Novels	Title II funds, Student Achievement Enhancement Program	83000
Total:			\$128,000.00

Goal:	Mathematics
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Needs Assessment Needs Assessment

Disaggregated student achievement data from the 2007 FCAT Mathematics Assessment, school grade and AYP information comprise the information the Leadership Team used to modify this year's mathematics objectives. Thirty - Six percent (36%) of the students scored at Level 3 or above in mathematics. Fifty-Seven percent (57%) of students demonstrated learning gains in mathematics. The lowest 25 percentile made 64% gains in mathematics in 2006-2007. According to the disaggregated data, the areas of greatest instructional need are geometry and spatial sense, and measurement.

Objective

Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanics students in grade nine and ten will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Strategies

Strategies: Strategies

Meet with guidance staff to revise the Advanced Placement (AP) selection process to insure consistency and fairness in placing students in honors and

AP-level courses including LEP and SWD subgroups.

Provide new faculty members with one on one peer support through the math coach.

Provide Math tutoring after school for all students of students. Students will receive tutoring from peers and teachers to improve their performance on targeted benchmarks.

Provide Saturday School tutorial program to all interested students throughout the school year. Students will receive instruction to improve their performance on targeted mathematics benchmarks. Parents of students, including LEP and SPED, performing below grade level will be contacted by telephone regarding this opportunity

Implement the Florida Continuous Improvement Model Plan-Do-Study-Act (PDSA) for continuous improvement.

Daily focus lessons in algebraic thinking and measurement will be used to apply mathematical competencies for measurement and geometry.

Evaluation

Evaluation

SUMMATIVE: 1. 2008 FCAT Mathematics Test Results

FORMATIVE: 1. Bi-weekly and Interim Assessments 2. Saturday School Tutorial pre/posttests

In addition, the following is used to monitor the strategies listed: lesson plans, attendance rosters, and computer-generated reports.

Teachers will evaluate individual student progress results and adopt new strategies as needed.

Research-based Programs

Research-based Programs

McDougal Little, Geometry; Prentice Hall Mathematics Algebra 1, River Deep, Prentice Hall Mathematics Algebra 2, FCAT Explorer, Cognitive Tutor FCAT Coach, Amsco Preparing for the FCAT, Florida Achieves

Professional Development

Professional Development

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

1. Provide professional development on Data Analysis: Linking Data to Instruction/SPI
2. Provide professional development on utilizing the 8-Step Continuous Improvement Model to increase academic achievement.
3. Provide professional development on using manipulatives to teach Mathematics.
4. Provide teacher training on planning for effective instruction in the Four by Four.
5. Provide teacher training on Edusoft Software
6. Provide professional development on the Transition Academy for ninth grade teachers.
7. Teacher training on the use of reading strategies to implement the Instructional curriculum maps
8. The FCAT Math Coach will modeling lessons using manipulatives and other instructional materials for new teachers.
9. How to effectively use the FCAT Mathematics Test Item Specifications
10. Provide teacher training on Criss Strategies
11. Provide teacher training on Differentiated Instruction
12. Provide teacher training on Reciprocal teaching.
13. Provide professional development on Inclusion and using the co-teaching model.

Highly Qualified Instructors Highly Qualified Instructors

All teachers are certified and highly qualified in mathematics.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	CRISS, 8-Steps Continuous Improvement Model, Kaplan Advantage Series	Title 1 allocations, student achievement enhancement program, IDEA funds	5000
Technology	cognitive tutor, smarti boards		48000
Professional Development			0
Other	Aim Higher, Mathematics Coach, Amsco FCAT supplementary materials	Textbook funds	5000
Total:			\$58,000.00

Goal:	Writing
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Needs Assessment Writing

Needs Assessment

Disaggregated student achievement data from the 2007 FCAT Mathematics Assessment, school grade and AYP information comprise the information the Leadership Team used to modify this year's writing objectives. Seventy-Six percent (76%) of the students scored at or above Level 3.5 in writing.

Objective Given instruction based on the Sunshine State Standards, students in grade ten will demonstrate their skill proficiency in writing, as evidenced by 85% or more of students meeting high standards on the 2008 FCAT Writing+.

Strategies Strategies

Provide teachers with professional development during faculty, academy, and department meetings in writing.

Provide all teachers with access to data (SPI's and Snapshot) to enable them to analyze the progress of their students on their writing skills and target their instruction in order to improve student writing skills.

Implement the co-teaching model of inclusion as a method to better address the achievement needs of students with disabilities and facilitate communication between mainstream teachers, SPED teachers, and SPED students and their parents.

Provide Saturday School tutorial for all students at the beginning of the school year. Parents of students performing below grade level will be contacted by telephone regarding this opportunity.

Share with faculty strategies to improve the learning of Limited English Proficient (LEP) and Special Education (SPED) so that the strategies will be adapted and practiced by all staff.

Implement the Florida Continuous Improvement Model (FCIM) -Plan-Do-Study-Act (PDSA) for continuous improvement.

Interdisciplinary team teaching units will be developed, and writing activities will be incorporated into all disciplines.

Evaluation

Evaluation

SUMMATIVE: 1. 2007 FCAT Writing+ Test results.

- FORMATIVE: 1. District Writing pre/posttests
2. The Saturday School tutorial pre and posttests.
3. Research papers

In addition, the following is used to monitor the strategies: lesson plans, classroom writing assignments, attendance rosters, and computer-generated reports.

Research-based Programs

Research-based Programs
Holt, Reinhart, and Winston, Elements of Literature
Glencoe, Writer's Inc.

Professional Development

Professional Development

1. Teacher training on the use of the 6 Traits of Writing.
 2. Teacher training on the use of SPI, Snapshot and Edusoft software and other sources of data and survey in the PDSA Cycle.
 3. Critical Friends Group (CFG) for teachers new to Miami Northwestern.
 5. Integrated writing across the curriculum and training in writing.
 6. Provide teacher training on Differentiated Instruction.
 7. Provide teacher training on Criss strategies.
 8. Provide teacher training on Reciprocal teaching.
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Cornell note taking guides, Elements of Literature, Writers Choice	Student achievement enhancement program, Title 1 funds	10500
Technology	Not Applicable		0
Professional Development	Not Applicable		0
Other	Tutorials		5000
Total:			\$15,500.00

Goal:	Science
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Needs Assessment An analysis of the student performance science data reveals that 53% of the student population is performing below state mastery level on the Science FCAT. After reviewing the data by strand, the science department will administer departmentalized assessments which emphasize the four science clusters: Life and Environmental, Scientific Thinking, Physical and Chemistry, and Earth and Space sciences.

Objective Objective

Given instruction based the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 50 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Strategies

Strategies

Hold voluntary lunch collegial exchange sessions for the purpose of providing a support base for the departmental members to provide feedback to each other concerning methods and activities in the science classroom.

Provide all science teachers with access to data (SPI's and Snapshot) and training on using the PDSA Cycle to enable them to analyze the progress of their students on individual science benchmarks so that they can target instruction in critical areas.

Implement Saturday School tutoring on Science benchmarks.

Implement Science FCAT after school tutoring: Monday through Thursday.

Implement the Florida Continuous Improvement Model (FCIM) Plan-Do-Study-Act (PDSA) for continuous improvement.

Increase the use of technology in the science classroom and laboratory using the Internet, programs such as Riverdeep, Science Explorer, Science Gateway, GIZMO, FCAT Testtools CD, and Lab Pro to improve instructional effectiveness in addressing multiple learning styles.

Develop school wide science instructional curriculum maps in order to expose all science students to the FCAT science skills via weekly departmental FCAT mini-lessons that target instruction on specific science benchmarks in order to improve student science skills.

Increase the number of science experiments.

Mathematics and science teachers will collaborate to develop focus lessons and mini-assessments that integrate mathematics applications and targeted science clusters.

Evaluation

SUMMATIVE: 1. 2007 FCAT Science Test results
 FORMATIVE: 1. Science Assessments-Site Assessments 2. Laboratory records maintained by department chair.

In addition, the following is used to monitor the strategies: lesson plans, Science Projects, and computer-generated reports.

Research-based Programs

Research-based Programs

Holt, Biology - Visualizing Life
 Holt, Chemistry - Visualizing Matter
 Holt, Physics
 Holt, Modern Earth Science

Professional Development

Professional Development

1. Teacher training on the implementation of reading strategies.
2. Effective use of FCAT Science Grade 11 Test Item Specifications.
3. Reading in the Content Area of Sciences.
4. Teacher training on Criss strategies
5. Provide teacher training on Differentiated Instruction.
6. Provide teacher training on Reciprocal Teaching

Highly Qualified Instructors

Highly Qualified Instructors

All teachers are certified in-field and are highly qualified.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Science gateway		1500
Technology	Gizmo, FCAT testtools		5000
Professional Development	Effective use of FCAT science benchmarks		2000
Other	FCAT Science Coach workbooks Weekly Reader	Textbook funds EESAC Funds	1500
Total:			\$10,000.00

Goal:	Parental Involvement
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Needs Assessment

Needs Assessment

Parental involvement trends at Miami Northwestern Senior High School reveals that attendance has been high at extracurricular activities: Athletics games, PAVAC performances, JROTC competitions, and band related events. Currently, parental involvement at academically related events (e.g., P.T.S.A., EESAC, FCAT informational sessions, Reading Workshops) has been low. Therefore, extra curricular activities have been the greatest with parent participation. 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 d) provide parents' opportunities to attend informational sessions regarding FCAT graduation requirements. There is a need to continue to host (PTSA) Parent-Teacher-Student-Association Campaigns to increase parent awareness at all grade levels.

Objective

Objective

Given the school wide emphasis on parental and community involvement, parents will demonstrate knowledge of interventions and resources provided to assist students in reading. Overall parental involvement will increase by 10%.

Strategies

Strategies

Conduct workshops on topics of importance to parents and students at PTSA meetings as well as stand alone workshops on separate occasions to be presented by the Student Services Department and the Parent Academy including educating parents on advanced academic options, resources for bilingual parents, and the use of Internet-based resources.

Parent meetings will include information on course curriculum and the Parent Portal of the District website.

Parents will be provided access to the Parent Viewer of the Electronic that will assist them in monitoring their student's academic progress and will also be provided information and strategies to assist their students in being successful in all content areas.

Set up Parent Resource Information Tables at the Parent Resource Fair and New Parent/Student Orientation in order to increase PTSA membership and

parent participation in school events and activities that increase student achievement.

Implement "Monday Moments." Principal calls faculty, staff, students, and parents every Monday evening through the Connect-Ed system notifying all stakeholders of workshops, meetings, school events, pertinent information, and information/reports going home via students. The PTSA President or one of the Vice Presidents will communicate with the Assistant Principal that is the Liaison to the PTSA, to provide the information for Connect-Ed.

Implement the PASS Program which will give parents the opportunity to come to school on Saturday morning and meet with a counselor to discuss all academic and behavioral aspects, including a credit analysis, of their child's education.

Elect three to four parents and one alternate parent to serve on the EESAC Committee.

The PTSA will be placed on the Agenda for the school's activities, events and the opening of school. A table will be set up for the PTSA to conduct a membership drive with Parents, Faculty, Staff, Students and the Community.

There will be open communication between the PTSA, the Principal as well as his Administrative staff. An Administrator will be in attendance at all PTSA Meetings.

The PTSA will prepare all of their General Meeting Agendas for informative workshops with: the Parent Academy, Stay in School Facilitators, Youth and Gang Violence, HIV/AIDS Agencies and any other agencies that will be participating in workshops.

The PTSA will participate on various school committees such as: ESSAC, Attendance committee, Uniform committee, and the Safety and Health committees.

The PTSA will assist the EESAC committee with establishing and selecting all sub-committees for EESAC.

Evaluation

Evaluation

Parent Surveys from Literacy Fairs and Game Nights will show satisfactory rating of parent knowledge and all other school-related activities will show an increase in parental involvement as well as membership in the PTSA.

SUMMATIVE: 1. Comparison of 2007-2008 total parent involvement hours to 2006-2007 total parent involvement hours

FORMATIVE: 1. Hourly logs of parental involvement and reviews of

Stakeholder Satisfaction comment cards

Research-based Programs 8-Step Continuous Improvement Model
PTSA

Professional Development

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Continuous Improvement Model	Title 1, EESAC funds,	5000
Technology			0
Professional Development			0
Other	Discipline and Safety	Student Achievement Enhancement Program, Title 1 Funds	25000
Total:			\$30,000.00

Goal:	Graduation Rate
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Needs Assessment The school's 47 percent total graduation rate, including that of minority, SPED, economically disadvantaged, and LEP students, is lower than the district's 59.2 percent and the state's 71 percent rates. A lower percentage of the school's graduates go on to pursue continuing education, 53 percent, than the average for the district, 61.8 percent and state, 57.6 percent.

The primary challenge stakeholders at Miami Northwestern, as well as many urban high schools face is that of improving student achievement in core academics areas especially reading, mathematics, and science. The administration, faculty, and staff, will make progress by focusing improvement on the performance of the lowest 25 percentile of readers. The mean FCAT scores of Miami Northwestern grades nine through ten are lower than other Miami-Dade high schools with similar demographics. A high percentage of Miami Northwestern students do not score at mastery level in reading in grades nine through ten.

Objective To increase the student graduation rate from 47 percent to the state's level of 71 percent.

Strategies The primary challenge stakeholders at Miami Northwestern, as well as many urban high schools face is that of improving student achievement in core academics areas especially reading, mathematics, and science. The administration, faculty, and staff, will make progress by focusing improvement on the performance of the lowest 25 percentile of readers. The mean FCAT scores of Miami Northwestern grades nine through ten are lower than other Miami-Dade high schools with similar demographics. A high percentage of Miami Northwestern students do not score at mastery level in reading in grades nine through ten. Miami Northwestern's administration, faculty, staff, parents, and students will work collaboratively to use the Continuous Improvement Model to improve upon the strategies that are implemented to improve student achievement. Miami Northwestern has a 76 percent proficiency rate in writing

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.

Research-based Programs Not Applicable

Professional Development Provide teachers with planning time to develop student development teams for at-risk students.

Provide school-to career trainings to school-site staff.

Provide teachers with planning time to develop mentorship programs and career fairs.

Implement Small Learning Communities

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment 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.

Objective Needs Assessment

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

Objective

Miami Northwestern' ROI percentile ranking will increase by at least two percentage points as compared to the previous publication.

Strategies Strategies

Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.

Collaborate with District personnel to improve resource allocation.

Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks, to improve return on investment.

Consider shared use of facilities and/or partnering with community agencies to improve return on investment.

Implement the Plan-Do-Study-Act (PDSA) for continuous improvement.

Evaluation Evaluation

There will be a two percent increase on the ROI as provided by the Florida Department of Education.

Goal:	COMMUNICATION WITH PARENTS
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Needs Assessment Parental involvement trends at Miami Northwestern Senior High School reveals that attendance has been high at extracurricular activities: Athletics games, PAVAC performances, JROTC competitions, and band related events. Currently, parental involvement at academically related events (e.g., P.T.S.A., EESAC, FCAT informational sessions, Reading Workshops) has been low. Therefore, extra curricular activities have been the greatest with parent participation. 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 d) provide parents' opportunities to attend informational sessions regarding FCAT graduation requirements. There is a need to continue to host (PTSA) Parent-Teacher-Student-Association Campaigns to increase parent awareness at all grade levels.

Objective Miami Northwestern will establish and maintain positive parental involvement by utilizing the Parent Academy. Workshops will be offered on a monthly basis on topics of concern and interest to parents. The school will build strong ties with parents by communicating in many ways:

Strategies

PASS Program

- An annual open house
- An annual conference night event
- Weekly communications with parents by the principal through Connect Ed
- Phone calls from teachers and administrators on as-needed basis
- Parent-teacher conferences

Evaluation Parental attendance at open house, parent conferences, student orientation, graduation rate, student attendance, IEP meetings and staffings, and at non-athletic activities,

Research-based Programs N/A

Professional Development Workshops on various areas of need implemented through the parent academy

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

SAC Involvement

Educational Excellence School Advisory Council (EESAC) and the Parent Teacher Student Association (PTSA) work as partners to provide support services to the school. The PTSA president and other designated PTSA officers serve as representatives to EESAC and report back to PTSA meetings to which at least one student services representative attended monthly. In addition, the president of the Student Government Association (SGA) along with other members of the Student Government Association (SGA) Executive Committee will voice students' concerns and interests to the EESAC committee. EESAC is involved in developing the SIP to assess progress, determine strengths and opportunities for improvement and better prepare for the Southern Association of Colleges and Schools Quality Assurance Site Visit (SACS). The committee works to align the spending of EESAC funds with the SIP. The regular monthly meetings offer a forum in which stakeholders are able to express concerns and ideas on safety and discipline. EESAC is kept aware of school initiatives that guaranteed a safe teaching and learning environment for stakeholders.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: CRISS, 8-Steps Continuous Improvement Model, Kaplan Advantage Series, Reading and Writing Sourcebook Mathematics: CRISS, 8-Steps Continuous Improvement Model, Kaplan Advantage Series Writing: Cornell note taking guides, Elements of Literature, Writers Choice Science: Science gateway Parental Involvement: Continuous Improvement Model	Reading: Student Achievement Enhancement Program, Title 1 allocation,IDEA funds Available: \$15,000.00 Mathematics: Title 1 allocations, student achievement enhancement program, IDEA funds Available: \$5,000.00 Writing: Student achievement enhancement program, Title 1 funds Available: \$10,500.00 Science: Available: \$1,500.00 Parental Involvement: Title 1, EESAC funds, Available: \$5,000.00	\$37,000.00
Technology	Reading: Read 180, Accelerated Reader, Amsco FCAT Simulation, Reading Plus Mathematics: cognitive tutor, smarti boards Writing: Not Applicable Science: Gizmo, FCAT testtools Parental Involvement:	Reading: Student Achievement Enhancement Program EESAC funds Available: \$25,000.00 Mathematics: Available: \$48,000.00 Writing: Available: \$0.00 Science: Available: \$5,000.00 Parental Involvement: Available: \$0.00	\$78,000.00
Professional Development	Reading: CRISS, 8-Steps Continuous Improvement Model, Vocabulary Development in Content Area, FCAT Question Stems, Kaplan Advantage, Differentiated Instruction, Reciprocal teaching, Co-Teaching Model, Critical Friends, AVID Mathematics: Writing: Not Applicable Science: Effective use of FCAT science benchmarks Parental Involvement:	Reading: Student Achievement Enhancement Program, Title II Summer allocation Available: \$5,000.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$2,000.00 Parental Involvement: Available: \$0.00	\$7,000.00
Other			\$119,500.00

	Reading: FCAT Tutorials, Classroom Libraries, FCAT Reading Amsco Reading, Kaplan Advantage, Amsco FCAT Reading Social Studies, Vocabukary Workshop D, E, Teen Newsweek, Novels Mathematics: Aim Higher, Mathematics Coach, Amsco FCAT supplementary materials Writing: Tutorials Science: FCAT Science Coach workbooks Weekly Reader Parental Involvement: Discipline and Safety	Reading: Title II funds, Student Achievement Enhancement Program Available: \$83,000.00 Mathematics: Textbook funds Available: \$5,000.00 Writing: Available: \$5,000.00 Science: Textbook funds EESAC Funds Available: \$1,500.00 Parental Involvement: Student Achievement Enhancement Program, Title 1 Funds Available: \$25,000.00	
		Total:	\$241,500.00

IMPLEMENTATION EVALUATION

Miami Northwestern Senior High School anticipates measurable gains in all objectives set in the School Improvement Plan through the implementation of the Continuous Improvement Model. We have disaggregated data school wide, by teacher, and class periods for the purpose of guiding instruction. Our instructional focus calendar places emphasis on specified reading benchmarks by week in all English, Reading, Science, and Social Studies classes. Additionally, departmentalized benchmark assessments will be administered through all core courses. Results will be analyzed by grade level and individual classroom to adjust instruction. Tutorial and enrichment programs have been planned. Information from quarterly benchmark assessments, by student and grade level, will be analyzed to target individuals not making gains and in need of further assistance and intense remediation. Student learning and teacher performance will be consistently monitored to allow for instructional plan revision and feedback. Through professional staff development, collaborative planning, and departmental meetings, teachers are working together to modify instructional focus and to provide materials for ongoing maintenance and reteaching. The programs we use are researched based and proven to work in our district.

Members

Signature

- 1) Charles Hankerson , Principal
- 2) Arthurine Jackson , SAC Chair
- 3) Larry Howell , Union Steward
- 4) Essie McCray , Assistant Principal
- 5) Darryl Holsendolph , Business Member
- 6) Mary Wright , Teacher
- 7) Patricia Williams , School Support Personnel
- 8) Sharon Frazier-Stephens , Parent
- 9) Gregory Williams , Student
