

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North Miami Beach Senior High School (7541)

Feeder Pattern - North Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - RAYMOND FONTANA

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

North Miami Beach Senior High School is a full-service high school built in 1971 and opened in 1972. The facility consists of one large three-story building with eleven portables, and a new modular two-story concrete building with 24 classrooms. Our school participates in an active North Miami Beach Chamber of Commerce and Parent, Teacher, Student Association (PTSA). In addition, numerous Business Advisory Committees are active within our magnet, vocational and academy programs. Only one middle school, John F. Kennedy Middle School is in our direct feeder pattern along with three elementary schools; Fulford Elementary, Gertrude K Edelman/Sabal Palm Elementary, and Greynolds Park Elementary.

Charging Ahead...One Vision is the focus of this school which serves a culturally and ethnically diverse population. The school serves a student body of 2,817 students, 69% of whom are Black, 22% are Hispanic, four (4) % are White, three (3) % are Asian, and one (1) % of the population is Indian and Multi-racial. Although our status for free-and-reduced lunch was 62%, we are not designated as a Title I school.

For the 2007-2008 school year we are currently staffed with 194 full-time and 14 part-time staff, of these 155 are teachers. Our class size is currently at 24.29 and our attendance rate for the 2006-2007 school year was 93.06%. According to the most recent available data, 7.8% of our students were retained a grade and 92.2% of our students were promoted.

Emphasis for the 2007-2008 school year is placed on academic achievement, critical thinking, and action learning strategies across the curriculum with infusion of School-To-Career initiatives. Our school goals are in alignment with the district's initiative to implement strategies that promote student achievement and accountability at all levels.

The state-of-the-art science wing accommodates science classes and BEAM our Biomedical Environmental Advancement Magnet. BEAM focuses on the Biomedical and Environmental fields with state-of-the-art science, computer, and technology laboratories. Our new building houses our English and Reading departments which allows for greater collaboration of teachers in reference to level of expectations of students, as well as student achievement. It also primarily houses the four teams of the 9th Grade Transition Academy. The Career and Research Freshman Experience annual course has been initiated for all ninth graders. This course has been established to help ninth grade students with the transition of moving to high school. For the 2006-2007 school year we received grants for our GEMS (Girls Educated and Motivated for Success) program (at-risk girls) from The Women's Fund and HSBC Bank USA, Inc., a Buddy Reading grant from Service Learning, a Key Club grant from the Kiwanis, a One Community, One Goal grant for our academies, a Mu Alpha Theta grant from the Tisdahl Foundation, an athletic grant from the Greater Miami Athletic Conference and our federal Small Learning Communities grant was sunset in July.

We currently have 944 Level 1 and 664 Level 2 students in Reading, 498 Level 1 and 559 Level 2 students in Mathematics, and in Science, 224 Level 1 and 165 Level 2 students. The Mathematics, English, Science, and Reading departments have expanded their role in preparing our students for the Florida Comprehensive Assessment Test. All teachers are focusing their attention on reading and writing as a daily activity in all disciplines and at all levels of learning in order to increase the achievement level on the FCAT Reading Assessment. Technology and its infusion into the curriculum is a top priority at this school the implementation of numerous computer technology labs. Professional development related to maximizing learning through applied technology standards will be implemented. Additionally, a Truancy Intervention Program will be continued at the school to address chronic attendance problems. With a focused vision and support of our program and the entire school community, we will implement a full-service high school built upon standards of excellence.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 58% scoring at Level 3 or higher in reading on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 58% of students in grades 9 and 10 scoring in the lowest 25 percent will make learning gains in reading on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 62% of students in grades 9 and 10 scoring in the lowest 25% will make learning gains in mathematics on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 87% of students in grade 10 will score 3.5 or above as documented by scores on the 2008 administration of the Florida Comprehensive Assessment (FCAT) Writing Assessment.

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 51% scoring at Level 3 or higher on the 2008 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate a five (5)% increase in parental and community involvement from 40% to 45% as evidenced by attendance logs for parental attendance in school-wide programs for the 2007-2008 school year.

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a decrease in the number of student days of outdoor suspension from 2063 in the 2006-2007 school year to 2000 student days in the 2007-2008 school year.

Given emphasis to increase student's utilization of technology, North Miami Beach Senior High School will improve student utilization of technology by increasing the number of student stations and lab usage from 10% in 2006-2007 to 15% in 2007-2008 based upon attendance logs in the Media Center.

Given instruction based upon the National Standards of Physical Education, FITNESSGRAM, students will improve their fitness by a three (3)% increase in the number of award winners from 68% to 71% as evidenced by the 2007-2008 results.

Given instruction using the Sunshine State Standards, student enrollment in Advanced Academics and special programs will increase three (3)%, from 262 to 270, as evidenced by enrollment in Honors and Advanced Placement courses for the 2007-2008 school year.

North Miami Beach Senior High School will improve its ranking on the State of Florida Return On Investment Index publication from the 37th percentile in 2005 to the 38th percentile on the next publication of the index.



School Improvement Plan 2007-2008



Given instruction using the Sunshine State Standards, North Miami Beach Senior High School will increase the graduation rate by 1 percent from 59 percent to 60 percent as evidenced by the NCLB School Public Accountability Report for 2005-06.

North Miami Beach Senior High will continue to strive for academic excellence. In this process we will make certain customer satisfaction and stakeholder engagement are our of top priorities. The staff views our leadership in high regards, as evidenced by the School Performance Survey. The two lowest scoring elements from the 2007 Organizational Performance Improvement Survey (OPIS) indicated that the faculty felt that they did not know how well the school was doing financially and that their ideas were not included in the future planning of the school. We have begun to address both of these by information given at faculty and Educational Excellence School Advisory Committee (EESAC) meetings. Also, this coming year is our Southern Association of Colleges and Schools (SACS) review year and our staff and faculty will be surveyed and participate in school-wide committees to create an action plan for our school.



School Improvement Plan 2007-2008



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.

7541 - NORTH MIAMI BEACH SENIOR HIGH SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan

2007-2008



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

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

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

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

School Demographics

Facility/Community

North Miami Beach Senior High School, opened in 1971, is located on 17.85 acres at 1247 N.E. 167th Street, North Miami Beach, FL 33162. The school has one main building, a separate building with 24 classrooms and 17 portable classrooms. Multiple open classrooms have been enclosed to improve the learning environment. The gymnasium has been refurbished. Two tennis courts have been installed and a new two story classroom building has been added. A new electronic marquee has been installed in the front of the school. The number of students on free and reduced lunch is 1,531. The entire main building has been retrofitted to provide Internet access to all of the classrooms and all of the portable buildings. Several sites throughout the building have been fitted with wireless Internet access. The main building includes a total of eight computer labs, a media center, closed-circuit television system, and a state-of-the-art security system. In addition, three mobile computer labs, equipped with wireless Internet access laptops are available for checkout in core areas.

Student Demographics

North Miami Beach Senior serves students in grades 9-12 in a multi-cultural urban community, which is composed of a lower to middle socio-economic population. The school serves a student body of 2,817 students, 69% of whom are Black, 22% are Hispanic, four (4)% are White, three (3)% are Asian, and one (1)% of the population is Indian and Multi-racial. Students with disabilities make up approximately 10% of the student body, and approximately 50% of the students have been identified as English Language Learners (ELL)(Levels I-V), with eight(8)% still receiving ESOL/ELL classes (Levels I-IV). We have a current enrollment of 358 students in the Gifted program, approximately nine(9)% of the student body.

Unique Aspects: Advantages

One of the advantages North Miami Beach Sr. has is that we are in the second year of Secondary School Reform. This has given us a year to work out the kinks and flaws from our first year of implementation. A second advantage of the Secondary School Reform is it allows our students to be scheduled into intensive reading, mathematics, and science classes, while still leaving room in the schedule for academies and electives.

Unique Aspects : Areas of Concern

This year we have twenty-four teachers that are new to the building, most being new to the county. Of these twenty-four, seventeen are beginning teachers new to the field of teaching. We are implementing an intensive mentoring program for our new teachers.

Teacher Demographics

The leadership team consists of fourteen department heads, the Magnet lead teacher, Academy lead teachers, the Testing Chairperson, the Reading Coach, Administrative Assistant, the Principal, and the 4 Assistant Principals. The number of full time teachers is 155 and 2 part time instructors. The percentage of full time teachers is 99% and one (1)% is part time. The ethnic breakdown of teachers is 39 blacks at 25%, 77 Whites at 50%, 36 Hispanics at 23%, 1 Asian at 0.5%, and 1 Indian at 0.5%. Filling vacancies with quality teachers is becoming increasingly more difficult. Often teachers are being recruited from out of state and out of field. Retaining teachers of quality has also become difficult, due to private industry recruiting potential candidates with the promise of larger earning potential.

Class Size/ Teacher-to Student Ratio

The average class size for core classes in all grade levels is 25. The student to teacher ratio in all core classes across all grade levels is 25 to 1.

Attendance Rate

For the past three years, North Miami Beach Senior High School has had tremendous success in increasing student attendance. During the 2006-2007, the school had an attendance rate of 93.6%. This year, the administrative team increases their efforts to project an additional 1% attendance rate increase for the 2007-2008 academic year.

Promotion/Graduation/Retention Rates

According to the most recent data, the retention rate in 9th grade is 13.3%, in 10th grade 9.1%, in 11th grade is 4.9, and in 12th grade is 2.4%. The graduation rate is 59%.

Feeder Pattern



School Improvement Plan

2007-2008



Our feeder pattern consists of three elementary schools; Fulford Elementary, Gertrude K. Edelman/Sabal Palm Elementary, and Greynolds Park Elementary. Only one middle school, John F. Kennedy Middle School is in our direct feeder pattern and students transition into our school in the 9th grade. None of the feeder pattern schools are zone schools.

Special Programs

In addition to our Biomedical/Environmental Magnet Program (BEAM), we have large advanced placement and gifted programs. Four academies are currently scheduled, the Academy of Communication Arts and Media Entertainment Resources, The Marine Academy of Research and Recreation in Nautical Environments, the Academy of Information Technology and Telecommunications, and the Academy of Finance.

School Community Relations/Partners

According to the 2006-2007, Organizational Performance Improvement Snapshot (OPIS), North Miami Beach Senior High School scored a 3.7 in the area of strategic planning addressing stakeholders' involvement, including our Dade Partners. For years, North Miami Beach Senior High school has enjoyed a positive relationship with the School's Dade Partners. Their involvement and support to the school have been instrumental to our success. Currently, we have over 50 active Dade Partners, ranging from Wal-Mart to the Florida Coca-Cola Bottling Company. This relationship is evident by the frequent visits of our TMH and Autistic units to some of our Dade Partners for their community based instructions (CBI).

Grants

For the 2006-2007 school year we received grants for our Gems program (at-risk girls) from The Women's Fund and HSBC Bank, a Buddy Reading grant from Service Learning, a Key Club grant from the Kiwanis, a One Community, One Goal grant for our academies, a Mu Alpha Theta grant from the Tisdahl Foundation, an athletic grant from the GMAC, and our federal Small Learning Communities grant was sunset in July.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

The 2007-2008 School Improvement Plan addresses all of the District Strategic Goals. Our magnet academies and small learning communities are designed to prepare students to be successful participants in the global economy. Our partnerships with business and community stakeholders and our EESAC are also designed to facilitate this goal. Additionally, parent involvement and community support are considered key to our success. We maintain a close relationship with our PTSA and EESAC, and we actively solicit parent involvement at our activities, including Open House, athletics, clubs, and activities. We strive to engage parents as well as the community as partners in the well-rounded education of our students. Furthermore, it is good business practice to continuously monitor and adjust business practices. We continuously monitor our internal policies and procedures as well as adherence to Region and District policies and procedures in order to streamline an effective infrastructure that supports our mission. Finally, the district endeavors to recruit and retain highly qualified personnel. We have been very successful in doing that, as more than 70% of the faculty have been employed at this site for at least ten years. We actively recruit the best personnel as a function of enrollment and programmatic expansion as well as minor attrition. Our staff rated this area at an average of 4.1. The staff agrees that our school goals are in alignment with district goals.

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:



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North Miami Beach Senior High School will be utilizing the research-based, data-driven, and results-oriented 8-Step Continuous Improvement Model (CIM). This model has been successfully implemented by the Brazensport Independent School District in Texas. It integrates the philosophies of both the Total Quality Management (TQM) research and the Effective Schools Research. This improvement model seeks to improve teaching and learning through data disaggregation, establishment of instructional timelines, instructional focus, assessments, reinforcement, and monitoring progress. To assist in improving student academic success, pull-out classes are offered during the school day by a part-time FCAT coach working on reading and mathematics skills. Additionally, the Thirteenth Year Summer Remediation Program runs for two consecutive weeks in the summer to offer students an opportunity to enhance their mastery of the Sunshine State Standards as evidenced by an increase in the number of students meeting Florida's FCAT graduation requirement.

Performance Results:

North Miami Beach Senior High School average score was 4.0. The staff is very satisfied with their jobs, but feel more teacher input is necessary to ensure the success of our students. This year our goal is to raise student achievement, improve classroom management, and increase our graduation rate. The expectation is that the drop-out rate will decrease by at least one (1)%, and there will be at least a three (3)% reduction in the number of outdoor suspensions as compared to the 2006-2007 school year. We expect an increase in student achievement as evidenced by FCAT scores in Reading, Mathematics, and Writing. We also expect that, given the support in reading and mathematics, our students will demonstrate mastery of science skills as aligned with the new FCAT Science subtest.

Schools Graded 'C' or Below

Professional Development:

In our reading department, teachers received training to implement Reading Plus. Reading Plus provides a fully structured sustained silent reading practice. The student reads passages from a wide range of genres at an appropriate rate while the program continually monitors comprehension and adjusts each student's presentation format and content level to match student program. Reports are also generated by student needs, grouping students for teacher directed differentiated instructional lessons.

The teacher implementing the Read 180 program was trained during the summer to ensure proper implementation of the program. The Read 180 program produces reports that detail exactly what types of words each student is having difficulty reading and spelling. These reports allow the teacher to manage and monitor students' reading performance. The reports help the teacher to match students to books, create reading groups, and write customized quizzes.

The Language! Program will be implemented for additional low-performing students. The teacher implementing this program will be trained as soon as it is offered by the District and it has been reported that our teacher is in need of this training. This program provides explicit and systematic instruction. Each curriculum unit is cumulative, sequential, and integrated, providing the scaffolding needed to ensure literacy development through each of the curriculum strands.

The mathematics department continually engages in informal professional development. The department meets regularly to discuss important and developing issues. Portions of each meeting are devoted to discussions of differentiated instructional strategies. Teachers have been trained by Carnegie Learning: The Cognitive Tutor Company to implement the Carnegie Learning Program in our intensive mathematics classes. The program combines classroom instruction with utilization of Carnegie Learning software in a computer lab. The student to computer ratio must be 1:1. In addition, teachers have been trained by Enhanced Learning to implement the use of GIZMOs in the classroom. Teachers have been equipped with projectors and SMART boards to facilitate their use. Teachers have participated in Advanced Placement Calculus and Advanced Placement Statistics workshops. Members of the department are also pursuing gifted certification. Finally, all mathematics teachers participate in in-service activities during early release days and professional days.

The science department has attended all advanced placement workshops in the areas of biology, environmental science, chemistry and physics. They have also begun training in the Compass/Odyssey Learning software for advanced placement biology and physics. Our advanced placement environmental science teacher attended the Summer Heat professional development that was offered by the district. Two members of the science department worked this summer with the Region II Science Initiative. In addition, our new integrated science teacher is receiving training with the Region II Integrated Science Program.

Disaggregated Data :

Every teacher's FCAT scores were analyzed to determine the number and percentage of high achieving students, the number and percentage of students making learning gains, the number and percentage of students moving up at least one level, and the number and percentage of students moving down at least one level. The strategies of high performing teachers were shared with the department and the data was taken into consideration during the master scheduling process. In addition, the percent meeting high standards in mathematics and the percent making learning gains in mathematics for the past six years were reviewed with the mathematics department, as well as the percent of lowest 25% making learning gains in math for the 2006-2007 school year. FCAT strand analysis for the 9th and 10th grade FCAT math tests was also performed. Each teacher at our school is receiving a roster for their class which reports the Level and strand analysis for every student in their class.

All of the data from both our informal and formal assessments will be discussed in weekly Leadership Team Meetings and in our Department Chairperson Meetings. Every teacher will be given a data notebook and will receive updated data reports from the tri-weekly assessments and can maintain other formal and informal data in this binder.

Informal and Formal Assessments:



School Improvement Plan

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In reading, The Florida Oral Reading Fluency (FORF) Assessment will be administered three times this year. Data will be reported on the Progress Monitoring and Reporting Network (PMRN), Florida's web-based data management system for reporting student gains in reading. Data will be generated that will identify and place the students in the following categories; high risk, medium risk, and low risk. With each administration of the FORF the requirement for success is raised. The District will also provide two District Interim Assessments in Reading. The Reading Plus, Reading 180, and Language! programs provide assessments as the students' progress within each program. The Diagnostic Assessments of Reading (DAR) will be administered to selected students as necessary. Classroom teachers will administer teacher-made tests appropriate for their students.

Teachers in the mathematics department are strongly encouraged to continually assess their students using a variety of different methods. The department believes in getting students involved in each lesson through the use of questioning and answering with appropriate wait time. In addition, classwork is used to ensure comprehension of the day's lesson. Finally, all mathematics teachers are encouraged to regularly assign meaningful homework to make sure proper practice is taking place. Formal assessment usually takes the form of regular quizzes and/or chapter tests, but teachers also utilize different methods of assessment such as projects and/or presentations. Mathematics teachers will administer the District Interim Assessments three times this year. Finally all 9th and 10th grade teachers are required to administer and review the 2005 and 2006 FCAT released tests. The use of the 2004, 2005, 2006, and 2007 FCAT samples tests is also highly encouraged.

The science department in addition to the formal assessments mentioned above, utilizes textbook chapter and unit tests. An emphasis on Socratic questioning is encouraged in all science classes.

Alternative Instructional Delivery Methods :

In reading, students will be grouped according to individual needs. Small groups will be formed and remediation will be delivered by the teacher and the reading coach. Students will have the opportunity for acceleration and enrichment as a result of the Reading Plus program that allows the student to progress at their own rate.

Mathematics teachers have been trained by Carnegie Learning: The Cognitive Tutor Company to implement the Carnegie Learning Program in our intensive mathematics classes. The program combines classroom instruction with utilization of Carnegie Learning software in a computer lab. The student to computer ratio must be 1:1. In addition, teachers have been trained by Enhanced Learning to implement the use of GIZMOs in the classroom. Some teachers have been equipped with projectors and SMART boards to facilitate their use. FCAT after school tutoring is available twice a week, and FCAT Saturday School will resume in January. Pull-out instruction is also available to all ELL students every school day.

The science department continues to integrate more computer projectors for increased technology use as well as using computer carts in Environmental Science and Biology classes. Through the Compass/Odyssey Learning Program, AP Biology and AP Physics teachers are presenting computer generated lessons. The AP Biology and Magnet Honors Biology are piloting computerized homework assignments to monitor reading.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

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

- Different Innovative Approaches to Instruction – described in “Electives and Special Areas” Goal under the strategy tab
- Responsibility of Teaching Reading for Every Teacher – described in “Reading” Goal under the strategy tab
- Quality Professional Development for Teachers and Leaders – described in “Reading,” “Mathematics,” “Writing,” “Science,” “Technology,” “Health and Physical Fitness,” and “Elective and Special Areas” Goals under the strategy tabs
- Small Learning Communities (SLC) – described in “Elective and Special Areas” and “Parental Involvement” Goals under the strategy tabs
- Intensive Intervention in Reading and Mathematics - described in “Reading” and “Mathematics” Goals under the strategy tabs
- Course Choice Based on Student Goals/Interests/Talent - described in “Electives and Special Areas” Goal under the strategy tab
- Master Schedules Based on Student Needs – described in “Electives and Special Areas” Goals under the strategy tab
- Parental Access and Support – described in “Parental Involvement” Goal under the strategy tab
- Applied and Integrated Courses – described in “Electives and Special Areas” and “Science” Goals under the strategy tab
- Academic and Career Planning – described in “Electives and Special Areas” Goal under the strategy tab

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Data results from the 2007 FCAT Reading Assessment indicate that 24% of 10th graders performed at or above Level 3 and 36% of 9th graders performed at or above Level 3. This data indicates that the majority of our 9th and 10th grade students are reading below grade level. Our Level 1 students, comprised of 39% 9th graders and 48% 10th graders, require intervention strategies to increase vocabulary comprehension, word meaning, main idea, causal relationships, and reference research. Data indicates that students need to build on their vocabulary skills to increase reading comprehension. Extensive reading of a variety of materials is necessary throughout the curriculum to enhance vocabulary acquisition.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 58% scoring at Level 3 or higher in reading on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 58% of students in grades 9 and 10 scoring in the lowest 25 percent will make learning gains in reading on the 2008 administration of the FCAT Reading Assessment.

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Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with available data to analyze and assess progress of their students	Principal, Assistant Principal for Curriculum, Department Chairperson, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Identify students scoring at Level 1 and Level 2 on the FCAT and not making acceptable learning gains and assign to a remedial reading course	Principal, Assistant Principal for Curriculum, Department Chairperson, Classroom teachers, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	16000
Utilize best practices and effective strategies (CRISS, Reciprocal Teaching, QAR's, Graphic Organizers, and FCAT Task Cards)	Principal, Assistant Principal for Curriculum, Reading/English Department Chairpersons, Reading Teachers, English Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Analyze data to examine causes related to the low percentage of students meeting high standards	Principal, Assistant Principal for Curriculum, Department Chairperson, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Provide small group tutoring and at-home supporting activities to students scoring Level 1 and Level 2 in reading	Principal, Assistant Principal for Curriculum, FCAT Pull-out Teacher, Department Chairperson, Reading Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop and implement scope and sequence planning to map out all of the tested benchmarks and ensure that they are covered prior to the FCAT testing date	Principal, Assistant Principal for Curriculum, Reading/English Department Chairpersons, Reading Teachers, English Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement Miami-Dade County Public Schools Comprehensive Reading Plan, specifically targeting all NCLB subgroups	Principal, Administrative Team, Reading Department Chairperson, All classroom teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Enrich and expand the reading program to include a "buddy reading" course	Principal, All Administrators, Department Chairperson, Reading Teachers, English Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Identify all students from each subgroup that did not meet AYP scoring at Level 1 and Level 2 on the FCAT and not making acceptable learning gains and assign to a remedial reading course	Principal, Assistant Principal for Curriculum, Department Chairperson, Classroom Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



Miami-Dade County Public Schools Comprehensive Reading Plan
Read XL Basal Textbook
Read 180
Reading Plus
Test Tools
Source Book
Language!

Professional Development

Creating Independence through Student-owned Strategies (CRISS)
Reading Plus
EduSoft Software
FCAT Explorer
Read 180
Test Tools
FCAT Explorer
Assess2Learn
Curriculum Mapping
Newspapers In Education (NIE)
Data Driven Decision Making

Evaluation

2008 Florida Comprehensive Assessment Test (FCAT) Reading
District Interim Assessments (EduSoft)
Scholastic Reading Inventory (SRI) Scores
School generated Triweekly Assessments (EduSoft)
Student attendance logs at tutoring

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will increase performance in mathematics.

Needs Assessment

Data from the 2007 FCAT Mathematics Assessment indicated that 60% of 10th graders performed at or above Level 3 and 56% of 9th graders performed at or above Level 3. This data indicated 44% of our 9th grade students are performing below grade level in mathematics. Our Level 1 students, comprised of 24% 9th graders and 18% 10th graders, require intervention strategies to increase skills in measurement, algebraic thinking, and data analysis. Throughout all grade levels, students need to develop a better understanding of collecting, analyzing, making inferences, and using meaningful data.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 62% of students in grades 9 and 10 scoring in the lowest 25% will make learning gains in mathematics on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will increase their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Correlate mathematics and science activities to promote and develop skills applicable to real-world problems	Principal, Assistant Principal for Curriculum, Mathematics/Science Department Chairpersons, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Target students in all subgroup populations to participate in academically advanced classes (Gifted, Honors, AP)	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Advanced Academics	0
Provide teachers with available data to analyze and assess progress of their students	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Use data to align instruction to student academic needs and analyze data to examine causes related to the low percentage of students meeting high standards	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide remedial mathematics classes to targeted Level 1 and Lowest 25% students	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	10000
Provide all Level 1 and Level 2 students who did not pass the FCAT with a supplemental FCAT mathematics book that will reinforce benchmarks	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	6000
Identify students scoring in the lowest 25% on the FCAT and not making acceptable learning gains to provide appropriate interventions	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide small group tutoring and at-home supporting activities to students scoring in the lowest 25% on mathematics	Principal, Administrative Staff, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Glencoe Mathematics Textbook
 Riverdeep
 Cognitive Tutor

Professional Development

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

Evaluation



School Improvement Plan 2007-2008



2008 Florida Comprehensive Assessment Test (FCAT) Mathematics
Glencoe Assessments Examview
District Interim Assessments
School generated Triweekly Assessments
EduSoft Software
FCAT Explorer
Test Tools
FCAT Explorer
Curriculum Mapping
Data Driven Decision Making
Cognitive Tutor

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

Students will be able to effectively communicate their ideas in writing through standard written English.

Needs Assessment

Data results from the 2007 FCAT Writing test indicate that 86% of 10th graders performed at or above Level 3.5. This data indicates that 14% of our 10th grade students are writing below state mastery level. Our 10th graders require intervention strategies to improve expository writing in the areas of focus, organization, support, and conventions. Students need continued practice in writing extended responses to content-based questions and persuasive essays.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 87% of students in grade 10 will score 3.5 or above as documented by scores on the 2008 administration of the Florida Comprehensive Assessment (FCAT) Writing Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with available data to be able to analyze and assess progress of their students	Principal, Assistant Principal for Curriculum, English Department Chairperson, English Teachers	08/20/07	06/05/08	Continuous Improvement Model	11000
Provide writing prompts on School-To-Career topics across all grade levels as a means for all students to discover occupational interests	Principal, Assistant Principal for Curriculum, English Department Chairperson, English Teachers, Career Specialist	08/20/07	06/05/08	Secondary School Reform	0
Require school-wide emphasis on higher level thinking skills that will be demonstrated in writing assignments across the curriculum	Principal, Assistant Principal for Curriculum, English Department Chairperson, English Teachers,	08/20/07	06/05/08	Continuous Improvement Model	0
Administer to all 10th grade students a writing pretest, progress test, and posttest to assess individual areas of weakness	Principal, Assistant Principal for Curriculum, English Department Chairperson, English Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide all teaching staff with professional development activities that include information about successful research-based writing instructional strategies specifically providing relevant information on effective strategies and best practices to use when dealing with ELL and SWD students	Principal, Assistant Principal for Curriculum, English/ESOL Department Chairpersons, English Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Glencoe Literature Book

Professional Development

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

Evaluation

2008 FCAT Writing+ Assessment
 District Interim assessments
 School generated assessments
 Student attendance rates in tutoring sessions

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

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

Needs Assessment

Analysis of the science data collected for the 11th grade students tested during the 2006-2007 school year indicates that the mean scale score was 280, an increase of nine (9)% from the previous testing year. Based on the data collected, 77% of students tested scored at Level 1 and Level 2. This data indicates students have inadequate background knowledge of physical, earth space, and chemical science. Students need additional practice in collecting, measuring and analyzing data, distinguishing between qualitative and quantitative data, interpreting data from charts, graphs, and visual representations, and the steps of the scientific method.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 51% scoring at Level 3 or higher on the 2008 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide remedial science classes to targeted students	Principal, Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	100000
Examine causes related to the low percentage of students demonstrating mastery in the science skills	Principal, Administrative Staff, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement and utilize District's Curriculum Pacing Guides which will integrate the physical science, earth space science, and scientific thinking benchmarks throughout the Biology and Earth Space Science curriculum	Principal, Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers, Curriculum Support Personnel in Science	08/20/07	06/05/08	Continuous Improvement Model	0
Administer a quarterly assessment to students in biology and earth space science classes	Principal, Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor classroom instruction and lesson plans to ensure benchmarks are being addressed	Principal, Assistant Principal for Curriculum, Administrative Staff	08/20/07	06/05/08	Continuous Improvement Model	0
Increase use of process skills through group work in writing, technology, and inquiry-based activities in science classes	Principal, Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers, Curriculum Support Personnel in Science	08/20/07	06/05/08	Continuous Improvement Model	0
Identify students scoring below mastery on the triweekly assessments to provide appropriate interventions	Principal, Administrative Staff, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize effective teaching strategies such as Reciprocal Teaching, CRISS, and hands-on activities to increase comprehension skills in scientific process skills, scientific inquiry, and the scientific method	Principal, Assistant Principal for Curriculum, Science/English Department Chairperson, Science Teachers, Curriculum Support Personnel in Writing/Science	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Glencoe Earth Science Textbook
Prentice Hall Biology Textbook

Professional Development

Creating Independence through Student-owned Strategies (CRISS) EduSoft Software
Curriculum Mapping
Riverdeep
Data-Driven Decision Making



School Improvement Plan 2007-2008



Evaluation

2008 Florida Comprehensive Assessment Test (FCAT) Science
School generated Triweekly Assessments
Glencoe Earth Science Examview
Prentice Hall Biology Examview

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

The 2006-2007 School Climate Survey results indicated approximately 10% of parents disagreed with the statement "The overall climate or atmosphere at my child's school is positive and helps my child learn" and 25% were undecided. Parental involvement is essential in enriching and fostering a supportive learning environment and we need to focus in the 2007-2008 school year to increase parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate a five (5)% increase in parental and community involvement from 40% to 45% as evidenced by attendance logs for parental attendance in school-wide programs for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement additional workshops for parents	Principal, Administrative Staff, Parent Academy, PTSA President	08/20/07	06/05/08	Exchange Meaningful Information	0
Increase involvement with advisory councils for Vocational and Academy areas	Principal, Administrative Staff, Academy Lead Teachers, Small Learning Communities Lead Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer FCAT workshops for parents	Principal, Assistant Principal for Parent Academy, Department Chairpersons, PTSA	08/20/07	06/05/08	Exchange Meaningful Information	11000
Advertise PTSA meetings and events using Connect-Ed telephone communication system, the school's electronic message board, and website	Principal, Assistant Principal for Activities, PTSA President	08/20/07	06/05/08	Exchange Meaningful Information	0
Increase involvement with North Miami Beach Chamber of Commerce by attending all scheduled meetings	Principal, Assistant Principal for Curriculum, Career Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Inform parents of Back to School Night through telephone communication, message board and flyers from the school	Principal, Administrative Staff, Activities Director, PTSA President	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

National PTSA

Professional Development

Not Applicable

Evaluation

Open House Attendance Logs
 PTSA Attendance Logs
 EESAC Attendance Logs
 BEAM Parent Night Attendance Logs
 Parent Academy Workshop Attendance Logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

North Miami Beach Senior High School students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to increase compliance to school rules on discipline and safety.

Needs Assessment

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

Measurable Objective

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a decrease in the number of student days of outdoor suspension from 2063 in the 2006-2007 school year to 2000 student days in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish parent contacts/ group conferences with teachers	Principal, Administrative Staff, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize peer mediation to resolve conflict or to implement a procedure to provide conflict resolution	Principal, Counselors, TRUST Counselor, Administrative Staff	08/20/07	06/05/08	Continuous Improvement Model	0
Provide referrals to counseling services/ TRUST counselor as part of a schoolwide discipline plan	Principal, TRUST Counselor, Classroom Teacher, Administrative Staff	08/20/07	06/05/08	Continuous Improvement Model	0
Provide teacher interventions such as one-on-one conferences with students	Principal, Administrative Staff Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement greater administrative and school monitor presence	Principal, Administrative Staff, School Monitors	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide CST and SST referral for student evaluation	Principal, Administrative Staff, Classroom Teachers, Counselors	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Cognos Reports

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

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

Needs Assessment

While students use technology for a wide range of purposes at North Miami Beach Senior High School, resources were not always available due to overcrowded classrooms and lack of technological equipment. Students access to FCAT practice software, software to develop vocabulary, reading software programs, as well as software which addresses higher order thinking skills were often not available. Therefore, student technology labs are needed to help enhance student learning.

Measurable Objective

Given emphasis to increase student's utilization of technology, North Miami Beach Senior High School will improve student utilization of technology by increasing the number of student stations and lab usage from 10% in 2006-2007 to 15% in 2007-2008 based upon attendance logs in the Media Center.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase use of Media Center computers	Administrative Staff, Media Specialist, Classroom Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Increase the usage of mobile labs in reading and science classrooms	Principal, Administrative Staff, Classroom Teachers, Audio/Visual Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Increase teacher training in the various instructional tools infused with technology	Principal, Assistant Principal for Curriculum, Audio/Visual Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Install and utilize remedial software programs to increase student achievement	Principal, Administrative Staff, Audio/Visual Personnel, Department Chairpersons, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	50000
Increase the usage of computer projectors in the classroom	Principal, Administrative Staff, Classroom Teachers, Department Chairpersons, Audio/Visual Personnel	08/20/07	06/05/08	Continuous Improvement Model	50000

Research-Based Programs

Not Applicable

Professional Development

Use of computer projectors and mobile lab.

Software programs.

Evaluation

Attendance/Usage Logs in the media center
Number of teachers with projectors using multimedia

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

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

Health & Physical Fitness Statement

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

Needs Assessment

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

Measurable Objective

Given instruction based upon the National Standards of Physical Education, FITNESSGRAM, students will improve their fitness by a three (3)% increase in the number of award winners from 68% to 71% as evidenced by the 2007-2008 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure school site administrators monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	All Administrative Staff	08/20/07	06/05/08	Healthcare & Healthy Choices	199
Utilize physical education department chairperson to develop an action plan to ensure input from the department to meet the goals and objectives as stated	Administrative Staff, Department Chairperson	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Promote school-wide fitness and nutrition by providing healthy snacks	All Administrative Staff, Department Chairperson, Cafeteria Manager, PE Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Assess both student achievement and program success in meeting the goals and objectives of physical education	Administrative Staff, Department Chairperson, Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis	Administrative Staff, Assistant Principal for Curriculum, Department Chairperson, Classroom Teacher	08/20/07	06/05/08	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Provide teachers with in-services related to fitness, health, and nutrition.
Train teachers to utilize technology to access information related to fitness, health, and nutrition.

Evaluation

Results from the 2007-2008 FITNESSGRAM Test

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

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

Needs Assessment

North Miami Beach Senior High School continues to grow with a large change in demographics and immigrant population. Participation in advanced academics greatly enhances the learning experience, especially for minority and underprivileged students.

There is a need for Career Academies, a school reform model intended to better prepare students for success in both the world of work and postsecondary education. There is also a need for a transitional program for 9th grade students entering high school.

Measurable Objective

Given instruction using the Sunshine State Standards, student enrollment in Advanced Academics and special programs will increase three (3)%, from 262 to 270, as evidenced by enrollment in Honors and Advanced Placement courses for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey teachers to submit student names recommended for advanced academic classes	Principal, Assistant Principal for Curriculum, Department Chairpersons, Classroom Teachers, Counselors	08/20/07	06/05/08	Advanced Academics	0
Increase offerings for advanced academic classes	Principal, Assistant Principal for Curriculum	08/20/07	06/05/08	Advanced Academics	0
Provide professional development for Advanced Placement teachers	Assistant Principal for Curriculum	08/20/07	06/05/08	Advanced Academics	1000
Articulate with middle school to increase academy enrollment	Principal, Assistant Principal for Curriculum, Academy Lead Teachers	08/20/07	06/05/08	Secondary School Reform	0
Provide professional development and workshops related to academy focus and smaller learning communities	Principal, Assistant Principal for Small Learning Communities, Academy Lead Teachers, Site Coordinator for Small Learning Communities	08/20/07	06/05/08	Secondary School Reform	50000
Increase offerings for academy classes	Principal, Assistant Principal for Curriculum	08/20/07	06/05/08	Secondary School Reform	0
Survey students, parents, and community to align our master schedule based on student needs	Principal, Assistant Principal for Curriculum, Department Chairpersons, Classroom Teachers, Counselors	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Number of students enrolled in Gifted courses
 Master Schedule
 Cognos Reports

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

North Miami Beach Senior High School will increase its Return On Investment by one (1)% by the next publication.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2005, North Miami Beach Senior High School ranked at the 37th percentile on the State of Florida ROI Index.

Measurable Objective

North Miami Beach Senior High School will improve its ranking on the State of Florida Return On Investment Index publication from the 37th percentile in 2005 to the 38th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs with all stakeholders	All Administrative Staff, All Department Chairpersons, All Staff	08/20/07	06/05/08	Education Innovation	0
Collaborate with the district on resource allocation	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC Chairperson	08/20/07	06/05/08	Education Innovation	0
Consider shared use of facilities, partnering with community agencies.	Principal, Career Specialist	08/20/07	06/05/08	Education Innovation	0
Utilizing the Continuous Improvement Model (CIM) monitor expenditures and modify budget as needed to increase efficiency.	Principal	08/20/07	06/05/08	Education Innovation	0

Research-Based Programs

Not Applicable

Professional Development

EESAC Meetings
Budget Workshops/Meetings

Evaluation

State of Florida ROI Index

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Graduation (High Schools Only) Statement

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

Needs Assessment

North Miami Beach Senior High School strives to ensure that students graduate and are prepared to enter the workforce and/or postsecondary education. Currently our school falls below both the District and State graduation averages. These troubling statistics have resulted in the administration and staff at our school to implement programs and reforms to address this problem.

Measurable Objective

Given instruction using the Sunshine State Standards, North Miami Beach Senior High School will increase the graduation rate by 1 percent from 59 percent to 60 percent as evidenced by the NCLB School Public Accountability Report for 2005-06.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase involvement in academy model smaller learning communities by actively recruiting current students and informative articulation with the middle school	Principal, Assistant Principal for Curriculum, Academy Lead Teachers	08/20/07	06/05/08	Secondary School Reform	3148
Counsel students for appropriate levels and graduation options annually	Administrative Staff, Guidance Counselors, CAP Advisors	08/20/07	06/05/08	Continuous Improvement Model	0
Provide a diverse curriculum including a wide range of technical and vocational courses	Assistant Principal for Curriculum, Department Chairperson, Counselors	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Increase parental involvement by informing through telephone communication and/or flyer about programs and courses being offered	Administrative Staff, PTSA, Activities Director, Career Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide FCAT tutoring for low performing students before and after school	Assistant Principal for Curriculum, FCAT Liaison	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Not Applicable

Professional Development

Technology
 META
 ESE
 Vocational workshops

Evaluation

North Miami Beach Senior High School graduation rate increased by 1 percent as evidenced by the NCLB School Public Accountability Report for 2006-2007

The number of students graduating

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

The administration recommends to EESAC instructional materials for purchase to ensure alignment with School Improvement Plan goals. EESAC is asked for its collaborative input as part of the process of making final decisions on these purchases.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

The EESAC reviews and recommends school-wide assessments to ensure alignment with School Improvement Plan goals.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16000
Mathematics	16000
Writing	11000
Science	100000
Parental Involvement	11000
Discipline & Safety	0
Technology	100000
Health & Physical Fitness	199
Electives & Special Areas	51000
Return On Investment	0
Graduation (High Schools Only)	3148
Total	308347



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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