FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: NORTH MIAMI SENIOR HIGH SCHOOL

District Name: Dade

Principal: MICHAEL A. LEWIS

SAC Chair: LAUREN ZELNIKER

Superintendent: ALBERTO M. CARVALHO

Date of School Board Approval: Pending School Board Approval

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

North Miami Senior High School’s (NMSHS) vision is to provide educational excellence for all students. Our students will be successful, not only in their future academic endeavors, but more importantly, as well-rounded individuals. Our students will understand each other’s individuality, and contribute to each other's success. Furthermore, our students will understand the impact of their decisions and take responsibility for the decisions they make. Students will value each other by treating their peers with fairness and equity, communicating with openness, trust, and respect. Through these beliefs, our students will be empowered to reach their full potential.

NMSHS’s mission is therefore to ensure that all of our students reach their full potential by providing an integrated and challenging curriculum in a clean and safe environment.

NMSHS’s core beliefs are lived out in the culture of our school; they are a reflection of the way we function as a learning community. NMSHS’s overarching core belief is that "a child's potential to learn is limitless;" we therefore provide all students every possible means to meet their academic potential. To accomplish this, our entire learning community consistently commits itself to the provisioning of student centered, high quality instruction, that is rigorous in design, develops critical thinkers, and challenges students to exceed their potential to be successful life-long learners.

As a student centered learning community, NMSHS has embraced the following core beliefs:

(1) All children have unique strengths, challenges, and needs; (2) Differentiated instruction will be utilized according to each student’s ability to learn; (3) All students need to be actively engaged in their education; (4) We believe that all students should be accountable for their education and should be held to a set of high expectations; (5) Support and encouragement will be given to all students as they make goals to advance to high school and beyond; (6) All students can learn to become successful adults; (7) Good attendance is imperative and will be encouraged; (8) All students will develop the skills to become productive and respectful citizens; and (9) All learning community members share the responsibility for advancing the school’s mission, vision, and the goals and objectives delineated in this School Improvement Plan.
SCHOOL PROFILE DEMOGRAPHICS

North Miami Senior High School (NMSHS) is a Title I school with a grade of FF. Constructed in 1951 it is located in the northeast portion of Miami-Dade County, Florida. North Miami Senior High is expanding the magnet concept and will implement five magnet programs during the 2008-2009 school year to include: Museum Studies & Fine Arts, Communications & Media, Health Support Services, Business & Finance, and Aerospace Science. The following represents basic demographics of North Miami Senior High School:

- The student population mirrors that of the community: 80% Black Non-Hispanic (the majority of Haitian descent), 16% Hispanic, 2% White Non-Hispanic, and 1% Asian/Indian/Multiracial.
- Our student enrollment stands at 2,677 students. NMSHS’s minority rate is 99, and our free and reduced lunch rate is 62%. Student stability is low as evidenced by a mobility rate index of 36 percent.
- Population by grade level is: 644 in the 9th grade, 694 in the 10th grade, 733 in the 11th grade, and 606 in the 12th grade.
- Standard curriculum represents 76.09% of our population, 10.01% SWD students, and 13.90 percent ELL students.
- 82% of 9th grade students and 68% percent of 10th grade students scored at levels 1 and 2 on the reading FCAT.
- 68% of 9th grade students and 60% of 10th grade students scored at levels 1 and 2 on the math FCAT.
- 18% of 11th grade students scored at or above grade level on the FCAT science assessment.
- 74% of our students met state standards on the writing FCAT.
- 28% percent of 11th and 12th grade FCAT retakers passed the reading assessment, and only 43% passed the FCAT math assessment.
- Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities subgroups all need improvement in reading and mathematics.

NMSHS’s faculty is comprised of 165 full-time certified teachers, of which 1 is a SWD program specialist, 6 academy lead teachers, 1 media specialist, 2 school social workers, 1 school psychologist, 6 reading coaches, 1 math coach, 1 science coach, 1 special center for special instruction teacher, 5 counselors, 1 trust counselor, 2 career specialists, and 1 college assistance program advisor. The racial composition of NMSHS’s instructional staff is as follows: White: 28%, Black 61%, Asian/American Indian 3% (46% are males, and 54% are females). Over 53% of our teachers hold advanced graduate degrees with an overall teaching experience of eleven years in the state of Florida. Specifically, 27% of our faculty holds master’s degrees, 12% holds specialist degrees, and 4% holds doctoral degrees, while the remaining 47% holds less than a master’s degree. Three teachers hold National Board Certificates and four others are currently seeking National Board Certification.

- The administrative team includes: one principal and four assistant principals.
- Three of the five members of our administrative team hold specialist degrees and one only holds a master’s degree.
- Teacher student ratio equals: 1:25
- Average class size is 25.
- NMSHS hosts an International Baccalaureate (IB) magnet program which services 250 students.
- Approximately, 1,400 students take part in one of five themed academies in the areas of: (1) Business
Approximately 1,400 students take part in one of five themed academies in the areas of: (1) Business and Finance, (2) Communications, (3) Health & Support Services, (4) Museum & Fine Arts, and (5) Science and Engineering. Serve as the hub for a 39 campus adult learning center that services over 12,000 students per academic year.

Attendance Rate/Promotion/Graduation/Retention Rate
During the 2007-08 academic year, specifically the 2nd and 3rd academic quarters, NMSHS was twice presented with the “Best Attendance in the District” award for our meritorious efforts and subsequent results in improving student attendance rates across all subgroups. This significant improvement in student attendance was a by-product of a myriad of schoolwide interventions that were spearheaded by our Attendance Review Committee (ARC), and school social worker with the assistance of our administrative team.

During the 2007-08 academic year, all students identified as “truants,” received aggressive counseling and intervention services that were provided by our counseling team and school social worker. If attendance problems persisted following intervention, parents were contacted through varied means (i.e., additional written communications, personal telephone calls, Connect-ED messages, and home visits from our school social worker). The ARC then entered into contracts/compacts with all participating parties that outlined the responsibilities of the school, parent, and student. The ARC held such meetings with families; the ARC held 905 times last academic year to address the student needs of such students. The ARC affected NMSHS’s 2007-08 student attendance metrics in the following ways:

End of Year Metric 2006-2007 2007-2008 Difference +/-
Truancy 1527 745 -782
Attendance Percentage 93.49 95.53 (+)2.0

Due to the relative success of our student attendance improvement effort, we plan to implement the duly noted strategies during the 2008-09 academic year to further address school-wide attendance issues.

Our school social worker spearheaded most of the contact efforts related to this matter and held follow-up meetings with parents in order to further address issues related to poor student attendance. Failure to comply with the direction provided by our school social worker resulted in student referrals to the ARC. Our ARC meets once per week in order to intervene with students that are defined as truants. NMSHS’s ARC is staffed by one administrator, one social worker, one counselor, and two additional staff members charged by our principal with the provision of truancy prevention services. Moreover, our school social worker teamed with our school resource officer to actively enforce state rules relating to school attendance.

This collaborative effort between our school social worker, ARC, and school resource officer has proven to be an effective tool in correcting the troublesome problem of poor student attendance. Students who fail to comply with the directives of the ARC and its designees are referred through our school social worker for additional assistance neighboring agencies, to include the law enforcement, social service agencies, and the State Attorney’s office.

Although great strides were made during the 2007-08 academic year in improving student attendance, promotion, graduation, and retention patterns across all grades and subgroups, continue to impede student progress and academic achievement. The COGNOS generated School Intervention Report reveals cumulative data for the 2007-08 academic year that supports the need for further improvement in the aforementioned areas. Following is what our analysis of the data revealed.

Percent of Students Absent
2007-08 COGNOS School Intervention Report data reveals the following cumulative percentages of student absent from school last academic year: 9th= 6.73 percent; 10th= 5.12 percent; 11th= 4.85 percent; 12th= 4.51 percent; and the schoolwide total = 5.37 percent.

Percent of Students Tardy
2007-08 COGNOS School Intervention Report data reveals the following cumulative percentages of student tardy from school last academic year: 9th= 16 percent; 10th= 13.3 percent; 11th= 13.1 percent; 12th= 13.5 percent; and the schoolwide total = 14 percent.
Other Pertinent Data for the 2007-08 related to Attendance Rates, Promotions, Graduation, and Retention Rate

- Outdoor suspension count: 418 for the 2007-08 academic year (average of 104.5 per academic quarter), this represents an increase of 11.47%

- Schoolwide dropout rate: 2.87% of the student population;

- Students with 15 or more absences: 32% of the student population; and

- Students with 15 or more absences: 378 (average of 94 per academic quarter); and

- 2007-08 the FLDOE NCLB annual yearly progress reports reveal that White, Black, Hispanic, Economically Disadvantaged, and English Language Learner subgroups increased graduation rates by at least 1%; while the Student with Disabilities subgroup did not increase their graduation rate by at least 1%.

Moreover, the 2006-2007 School Indicators Report provided by the FLDOE revealed that 17.2% of students attending NMSHS were absent more than 21 days during the 2006-2007 school year, as compared to the state’s average of 15%. In order to further address our attendance, promotion, graduation, and retention rates we plan to re-implement last year’s aggressive plan and reapply the strategies that worked last year.

Lastly, the last available trend data from the 2006-2007 School Profile Report revealed that: 16.3% of ninth grade students were not promoted with a 5.1% dropout rate; 16.5% tenth grade students were not promoted with a 5.0% dropout rate; 13.1% eleventh grade students were not promoted with a 3.3% dropout rate; 1.0% twelfth grade students were not promoted with a 2.7% dropout rate. Further analysis of data indicates an overall graduation rate of 51% as compared to the state’s graduation average of 72%, and an overall dropout rate of 5% as compared to the state’s dropout average of 3%.

In order to improve attendance, promotion, graduation, and retention rates across NMSHS, our faculty, staff, and administration will be more diligently enforcing all related policies that affect the duly noted. To further address student attendance, promotion, graduation, and retention rates across all subgroups at NMSHS we plan to implement the same strategies and tools related to the aforementioned areas that were applied last academic year. With minor tweaking, we feel that the same strategies and tools applied will project us beyond “acceptable attendance, promotion, graduation, and retention rates that will catapult us beyond the limitations of our learning community.

NMSHS’s Feeder Pattern
North Miami Senior High is one of eleven high schools within the North Central Regional Center school pattern. It serves as a “feeder” high school for the following two middle, two K-8 centers, and seven elementary schools:

Middle School Name (07-08 Grade/Free & Reduced Lunch/Minority Rate)
North Miami Middle School (D / 87% /99%)
Thomas Jefferson Middle School (C / 79% / 99%)

K-8 Center Name (07-08 Grade/Free & Reduced Lunch/Minority Rate)
David Lawrence K-8 Center (B / 64% / 82%)
Linda Lentin K-8 Center (C / 89% / 99%)

Elementary School Name (07-08 Grade/Free & Reduced Lunch/Minority Rate)
Arch Creek Elementary School (Unavailable at the publishing of this report)
Biscayne Gardens Elementary School (C / 82% / 99%)
William J. Bryan Elementary School (C / 90 / 97%)
Gratigny Elementary School (C / 91% / 98%)
Natural Bridge Elementary School (C / 90% / 98%)
Oak Grove Elementary School (B / 88% / 98%)

http://www.flbsi.org/0809_sip_templ...
Hubert O. Sibley Elementary School (D / 89% / 99%)

Special Programs
The school is entering its second year of both the Small Learning Communities (SLC) and Magnet Schools Assistance Program (MSAP) grant programs. Through financial assistance provided by the grant monies, NMSHS will address the following:

- The elimination, reduction, or prevention of minority group isolation.

- Provide courses of instruction within Small Learning Communities (SLC) that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students taking part in such SLC's.

- The development and design of innovative educational methods and practices.

- The development and implementation of supplementary projects that will assist

- NMSHS in achieving systemic reforms and providing all students the opportunity to meet challenging state content and performance standards as measured by the FCAT.

- North Miami Senior High, along with its standard curriculum offers numerous special educational services to children with special needs, and also offers an extensive ELL program offering.

Unique Aspects/Areas of Strengths and Weakness

Unique Aspects

(1) Small Learning Communities Effort: North Miami Senior High School is in Phase II of implementing our SLC effort. Specifically, we are in the second year of materializing our academy effort through six SLCs that will be servicing at least 52% of our school population. Through the assistance of six lead teachers we will develop our children's academic, vocational, and social skills in academy strands related to: Business and Finance; Communications and Media; Health Support Services; International Education (IB & IA); Museum and Fine Arts; and Science and Engineering.

(2) Student Scheduling: During the 2007-08 academic year, 76.9% of NMSHS's faculty and staff voted in the affirmative to continue the 8 period schedule configuration for the 2008-09 academic year. NMSHS's 8 period schedule configuration follows the 4 x 2 configured block schedule model. The 8 period 4 x 2 model applied at NMSHS blocks classes into eight, ninety-minute periods that meet over a two-day cycle. The eight period 4 x 2 configuration affords NMSHS a unique opportunity to address concerns that go beyond the manner in which we structure instructional time and include the ways we challenge and relate to our students.

(3) Student Advisories: NMSHS will design and implement student advisories for select groups of students during the 2008-09 academic year that will meet at least three times per week for approximately one hour each day (at least three hours each week). Advisories will be the primary vehicle at NMSHS for creating more personalized learning environments where students will become well known by at least one adult. In designing and implementing said advisories ESR's approach to student advisories is guided by the principles of youth development, prevention, and resiliency. Students involved in advisories at NMSHS will gain key academic and social competencies that they will need to successfully navigate the hurdles of high school and make a smooth transition to careers or college.

(4) Professional Learning Communities (PLCs): During the 2008-09 academic year, NMSHS will implement PLCs in order to improve teaching practice through collaborative learning across our school. PLCs at NMSHS will consist of approximately 8-12 educators who will come together voluntarily at least once a month for about 2 hours. The primary goal of our PLC effort is to improve teaching and learning across our school through the use of collaborative, democratic, and reflective professional learning communities. NMSHS will organize PLCs that are aligned with the district focused delivery model and teachers of targeted subgroups into Lesson Study Groups (LSGs). Moreover, have redesigned our master schedule to provide common planning time and job-embedded professional development that is supportive of the PLC
framework. As the members of our PLCs, administrators will fully participate in all PLC efforts. Administrator’s Individual Leadership Development Plans (ILPDs) and focused PD effort will also target all subgroups not making AYP.

(5) AVID Program: AVID is an acronym that stands for Advancement Via Individual Determination. AVID is an in-school academic support program for grades 9-12 that prepares students for college eligibility and success. AVID is for all students, but it targets those in the academic middle. Tutors are essential to the success of the AVID elective class, where they facilitate student access through a rigorous curriculum. As students from colleges and universities, tutors receive formal training and also serve as role models. All students at NMSHS who choose to participate in the AVID program will take advantage of the afore-noted tutorial service. The AVID curriculum is based on rigorous standards and was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading. The AVID curriculum will therefore be implemented across NMSHS in all AVID elective classes, in all content-area classes, and in all of our elective offerings.

(6) Career Experience Opportunity (CEO) Program: The CEO program will provide select juniors and seniors at NMSHS a myriad of professional experiences linked to their career academies. Selected students will be enrolled in a career academy program with an organized sequence of courses, instructional activities, and an internship experience. Students will acquire employability skills, work-related experiences, and knowledge to maximize post-secondary employment opportunities and studies. Students will take on the roles and responsibilities of a valued member of a business. Students will understand that dress, punctuality, attendance, and behavior reflect not only upon themselves and their parents; but also, on their teachers, school, and peers. A wide body of career knowledge and skills will therefore be strategically infused in all academies and will be aligned to industry standards to prepare students for successful culminating career experiences.

(7) Pioneer Teaching and Learning Academy (PTLA): The Pioneer Teaching and Learning Academy (PTLA) is the central forum for the scholarship of teaching and learning at NMSHS and will bring together a broad spectrum of perspectives from across our campus. Engaged in studying the intersections between teaching and learning, PTLA members will include faculty, students, administrators, and staff from across NMSHS, as well as region, district, university, and professional partners. In addition to study group sessions, the PTLA will sponsor special professional development workshops and seminars. During the 2008-09 academic year, NMSHS’s PTLA will facilitate over 200 hours of professional development for its faculty and staff. NMSHS will later expand its PTLA offerings every academic year thereafter to accommodate all learner needs.

(8) Academy Lead Teachers: In support of our SLC effort, academy lead teachers at NMSHS are viewed as instructional leaders. They are responsible for planning, collaborating with their academy teachers and counselors, attending various meetings, and working closely with administration. Academy lead teachers communicate on a regular basis with the administrative staff to help solve problems, plan program improvements, and coordinate with the other academies. Academy lead teachers are also responsible for student recruitment, meeting with parent(s)/guardian(s), and collecting student data. They often represent NMSHS at community meetings relevant to their academy areas. Academy lead teachers also attend business and community partner sponsored meetings and help plan for supplementary enrichment experiences. Academy lead teachers also work closely with student government representatives to develop a multi-pronged mentoring system for underclassmen.

(9) Ninth Grade Transitional Academy: A differentiated transitional program will be provided for select students in their first year of high school that will place them within small interdisciplinary teams (a.k.a., small learning communities) comprised of eight teachers who will share a cohort of students. Select ninth grade students will have the majority of their courses within a section of the campus. A separate academic/behavioral management team will manage/facilitate the learning experience of all ninth grade teams.

(10) Saturday Academy: An alternative Saturday program will be conducted for students who have serious attendance or discipline problems or who are experiencing problems adapting. Extensive services will be provided through this delivery model by staff at our Saturday academy to all participating students using the student advisory model. Also, students in need of academic remediation as measured by the FCAT assessment will also be encouraged to attend.
(11) Strategic Partnerships: Through a series of strategic partnerships with Florida International University and Kaplan, NMSHS will engage in a series of educational partnerships during academic 2008-09 where tutorial services will be provided to our students in specific areas of need at no cost to NMSHS. Specifically, select students will be provided tutorial services in reading and SAT preparation in order to address current areas of need. Through our strategic partnerships with FIU and Kaplan, NMSHS will be better armed to address the needs of our underserved populations and provide them with the knowledge and skills necessary for them to attain their educational goals.

Areas of Strength & Weakness
NMSHS analyzes data from an array of sources in order to better assess the strengths and weaknesses of our learning community. Data is used to provide feedback to staff regarding areas of relative strength and weakness. Said data is then coupled with other data to offer recommendations for modifications in our collective practice. Following is our finding of areas of relative strength and weakness across our learning community:

Strengths:
- 50% or more of the lowest 25% of our students made learning gains in math as measured by the FCAT math assessment.
- A strong Attendance Review Committee (ARC) is in place that addresses attendance issues.
- A system is in place to identify kids as soon as they start to struggle in reading, math, and or any core subject, and time is reserved and resources for the immediate help those kids need to achieve.
- All standard diploma seeking students receiving ESE and ELL services receive instruction based on the same content received by other students.
- All strategies applied during the 2008-2009 School Improvement Plan are aligned to the Comprehensive Research Based Reading Plan (CRRP), the Comprehensive Mathematics Plan, and to the K-12 District Science Plan.
- An overall commitment to the academic and social well being of our children by a highly dedicated student services is clearly evident.
- As measured by the 2008 FCAT science assessment, we increased 3% points from 15% to 18%. This percentage increase supports assertions made by our leadership team in an action research study that was published in June of 2008 on our 11th grade science effort.
- Data is always used by administration in order to determine the effectiveness of curriculum efforts, and to guide all decision making related to the programmatic needs of our learning community.
- Due to the use of Instructional FOCUS calendars, most curricular efforts are vertically and horizontally aligned with state standards and teachers know what is to be taught and learned at each grade level and subject area.
- Most students, including ESE and ELL, are incorporated into the mainstream and provided with all of the support needed to be successful, and the belief by all stakeholders that they can achieve.
- NMSHS does not have a higher percentage of first-year or out-of-field teachers than model Title I schools.
- Our graduation rates increased by at least 1% in all subgroups except students with disabilities.
- Our highly acclaimed International Baccalaureate program continues to challenge all participating students.
- Our Hispanic and Student with Disabilities subgroups improved performance in writing by at least 1% as measured by the 2008 FCAT writing assessment.
Our teachers continually express a willingness and care towards all children.

Professional development is in-depth and ongoing, addresses specifically defined student learning goals, including ways to share professional knowledge with colleagues.

Teacher mentoring activities are regularly employed that foster camaraderie and provide meaningful supports for effective professional development.

We have a seasoned administrative team at the helm with over 60 years of collective instructional leadership experience.

Weaknesses:

50% or more of the lowest 25% of our readers did not make learning gains in 2008 as measured by the FCAT reading assessment.

As predicted by the 2007-08 AYP report, 63% of our total student population is performing below grade level in math—that is a dip in 1% from the 2006-07 academic year.

As predicted by the 2007-08 AYP report, 84% of our total student population is performing below grade level in reading—that performance level has remained constant since the 2006-07 academic year.

As predicted by the 2007-08 AYP report, only 22% of our total population is on track to be proficient in reading.

As predicted by the 2007-08 AYP report, only 58% of our total population is on track to be proficient in math.

Cross curricular connections, activities, big picture concepts, and high order thinking are not being made evident to all students/lack of curricular connectedness.

Effective implementation and articulation of the curriculum are not ensuring desired schoolwide results.

Enrollment in our advanced classes does not fully reflect the student population in our school. Not all students are encouraged to enroll in advanced coursework and are empowered to succeed—somewhat of a sink or swim attitude by some teachers.

Evidence shows that not all or our teachers use disaggregated data to target student needs and to determine instructional effectiveness.

It is evident that there is a lack of teacher understanding of how to execute literacy strategies during daily instruction.

None of our subgroups scored 58% or above grade level in reading as measured by the 2008 reading FCAT assessment.

Not all of our staff members employ models that incorporate strategies that increase the amount and intensity of instruction.

Not all teachers understand what active engagement at high levels, at different points in a lesson and with different group sizes looks like.

Our physical infrastructure impedes academic, physical, and programmatic modifications to our master schedule.

Parental involvement is relatively low. Unfortunately, parents are unable to visit our school building, talk with teachers and staff, voice concerns, share ideas, serve as volunteers, and suggest ways to improve our school.

The majority of our teachers in all subject areas lack the necessary skills to teach our struggling readers.
School Community Partners

Coordination of efforts with school community partners is crucial to the success of our learning community. One of the issues NMSHS will continue to face will be finding time to develop meaningful “real-world” experiences for our students. We therefore seek the assistance of school community partners in this endeavor.

North Miami Senior High School has therefore begun to nurture relationships with a wide range of community partners that provide services in a variety of areas. Currently, we have established partnerships with the College Board, National Academy Foundation, Project Lead the Way, National Action Council on Minorities in Engineering, Northwest Regional Educational Laboratory, Johnson-Wales University, Florida International University, Florida Memorial College, Miami-Dade College, Barry University, Museum of Contemporary Art, Museum of Science, and Stay in School.

As part of the High School Reform initiative, the business community is the driving force of career themed academies. Each academy will form its own Advisory Board that will assist the schools in aligning the academic efforts with the real world needs necessary for success. Community partners will provide mentorship programs, student internship and on the job training experiences.

Currently, we are in the process of formulating 5 advisory boards, one for each one of the aforementioned academies. Our 5 career academies will engage members of the local community to form said advisory boards which will commit community resources and establish partnerships with our academies. Our advisory boards will organize and build community capacity to support the work of our schoolwide academy effort, help hold all learning community members accountable for communicating data on student outcomes, and communicate data on community needs and concerns to our leadership team. Our 5 advisory boards will hold meetings at least once per month in order to discuss all relevant issues. Dates and times for all future meetings will be posted on NMSHS’s Internet portal. More information on this endeavor will be forthcoming.

Federal Grants and Additional Monies Awarded to the School

- Small Learning Community (SLC) grant funded by the United States Department of Education ($127k per year for 5 years).
- Magnet Schools Assistance Program (MSAP) funded by the United States Department of Education ($900k per year for 3 years)
- Title I Program ($235k)
- Secondary School Reform Initiative Funds (9 teacher & MESA allocations)
- FCAT Enhancement Grant for tutoring
- Class Size Reduction Grant

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

In this era of increased accountability the seams between schools have become artificial as all schools pursue the same educational outcomes for all children. School partnerships are therefore crucial to NMSHS’s success because they will help us obtain research-based guidance, support, materials, and networking opportunities that will assist us in achieving the educational outcomes we have outlined in this School Improvement Plan.

In addition to calls for continuous improvement, the FLDOE, requires each “F” school to match itself with a higher performing school to assist in the sharing of successful practices. As a result of this requirement we have chosen Ronald W. Reagan/Doral Senior High School (RRDHS) from all available schools.

According to the FLDOE, the school match should be a school with a school grade of “A” or “B” with similar demographics. Ideally, a school match is a high-performing school, with a school performance grade of A or B, sharing similar student demographics that is willing to collaborate and share best practices with NMSHS. RRDHS is such a partner.
Located in Doral, Florida, RRDSHS is a double "A" school. There are currently, 1,973 students enrolled at RRDSHS. RRDSHS has an average class size of 24 students. RRDSHS meets the academic needs of students by offering a variety of courses at students' appropriate levels. Honors, Gifted, Advanced Placement, Pre-AICE, AICE, Special Education (SWD), English Language Learners (ELL), and Inclusion programs are offered. Intensive Reading and Intensive Mathematics courses target all level 1 and 2 students.

NMSHS’s leadership and literacy teams have therefore forged a collaborative partnership with RRDSHS’s leadership team to plan our academic efforts for the 2008-09 academic year. As a result of our collaboration, NMSHS expects to:

‡ Strengthen our instructional programs at NMSHS by improving the services, supports and opportunities that lead to improved student learning, stronger families and healthier communities.

‡ Observe the implementation of the Florida Continuous Improvement Model.

‡ Build leadership and resources in developing small learning communities.

‡ Share academic and programmatic resources and expertise.

‡ Improve cross curriculum planning (vertical and horizontal planning).

‡ Improve parental involvement.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Mr. Michael A. Lewis, Principal

Mr. Michael A. Lewis is the current Principal of North Miami Senior High School (NMSHS). This is Mr. Lewis’ second year as a Principal. Mr. Lewis has worked for approximately fifteen years in different capacities within the Miami-Dade County public school system. Formerly, Mr. Lewis was the Principal of North Miami Middle School; one of our feeder pattern schools. Prior to that, Mr. Lewis served as the Principal’s Designee at Thomas Jefferson Middle School. Mr. Lewis has a Bachelor’s degree in Criminal Justice and a Master’s Degree in Educational Leadership from Nova Southeastern University. Mr. Lewis was a classroom teacher for approximately seven years. He began his teaching career working as a special education teacher. Mr. Lewis’ experience evolved into teaching At-Risk students. Mr. Lewis also served as an administrative assistant for approximately 4 years. He has also served as a grant coordinator for the Title IV program, Co-Coordinator of the 5000 Role Models, and facilitated an afterschool tutorial program at Allapattah Middle School. Mr. Lewis’ years of administrative experience have proven to be a valuable asset in all of the schools that he has served at. Mr. Lewis implemented a school-wide truancy plan to ensure the highest level of student attendance possible. In 2005-2006, Mr. Lewis participated and completed the Superintendent’s Urban Principal Initiative (SUPI). He also attended the National Institute for Urban School leaders at Harvard University’s Graduate School of Education. In 2005-2006, Mr. Lewis was a candidate for the Miami Chapter 121 ESE School based Administrator of the Year.

As the current Principal/Chief Instructional Officer (CIO) of North Miami Senior High, Mr. Lewis is a "die hard" supporter of educational excellence, a "stick-with-it" coach and team leader for all he supervises, and an unyielding champion for the good of all children. As our CIO, Mr. Lewis is the pivotal point within NMSHS who affects the overall quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Mr. Mr. Lewis provides instructional program leadership to all assigned personnel, including the planning, development, implementation, assessment, and improvement of all of our instructional programs by increasing capacity of content and implementing educational initiatives and programs across our school. Mr. Mr. Lewis will apply the knowledge and skills he
has acquired as an educator in order to positively affect student achievement across all subgroups at NMSHS.

Ms. Annette Burks, Assistant Principal
Ms. Burks completed her undergraduate studies with honors at Florida State University receiving a Bachelor of Science Degree in Early Childhood Education and a minor in English. Ms. Burks continued her post-graduate studies at Florida International University where she received a Master of Science Degree in Reading and a certification in Educational Leadership. Ms. Burks has served Miami-Dade County and its students for the past twenty-one years. Her career started as a sixth grade English teacher in the students-at-risk program at Miami Edison Middle School. During the ten years at Miami Edison she served as Team Leader and Department Chairperson. Later, Ms. Burks transferred to Booker T. Washington Middle and Jose De Diego Middle. She was devoted to implementing the middle school concept and team building, serving as department chairperson and 8 instructional coaches (6 reading, 1 math, and 1 science). This experience has allowed her to reach out to low-performing students, struggling with reading and writing skills. Ms. Burks made a transition from middle school to senior high school as a reading leader. This move proved positive, in that it allowed her to facilitate the middle school concept of teambuilding and interdisciplinary units with high school teachers. As an administrator, Ms. Burks has been instrumental in implementing several academic programs and district/school initiatives to increase student achievement such as the Comprehensive Reading Plan, Florida Continuous Improvement Model (FCIM), FCAT Instructional Plan, Saturday Academy, process writing, and has facilitated numerous professional development activities for content area and elective teachers to support the Sunshine State Standards. Finally, Ms. Burks completed the Superintendent's Urban Principal Initiative (SUPI) in 2008, a program uniquely designed to assist school administrators to help students in urban settings achieve.

Not only is Ms. Burks our Curriculum Assistant Principal, she is also our resident expert in reading instruction and literacy. Ms. Burks leads NMSHS’s efforts in planning, organizing, managing, and directing the improvement of instruction, communication, discipline, and implementation of our reading and language arts programs. By reviewing data, observing classrooms, and collaborating with NMSHS’s learning community, Ms. Burks assures that effective instructional strategies and approaches are being utilized that fully support reading and literacy across our school. She also assures that all instructional policies and practices are aligned to the Comprehensive Research Based Reading Plan (CRRP), the Comprehensive Mathematics Plan, and to the K-12 District Science Plan.

Beyond her expertise in reading instruction and literacy, Ms. Burks also provides leadership and support to increase student achievement, attendance, and student behavior across NMSHS. She also provides leadership to ensure high standards of instructional service. In order to further improve NMSHS’s educational delivery systems and maximize achievement across all subgroups in our school, Ms. Burks provides instructional leadership in the areas of English, reading, mathematics, and media services. After identifying the needs and establishing priorities related to student achievement across our school, Ms. Burks oversees and directs the activities of the instructional staff in her areas of concern. Lastly, she helps us achieve compliance with district policies, success of instructional programs, and operation of schoolwide activities. Ms. Burks will apply the knowledge and skills she has acquired over the past twenty-one as an educator in order to positively affect student achievement across all subgroups at NMSHS.

Evidence of Ms. Burks’ successful application of the Florida Continuous Improvement Model is evidenced by a 4% increase in the percentage of 11th grade students scoring at or above grade level in the 2008 FCAT science assessment. Moreover, Ms. Burks’ was also instrumental in increasing math performance as evidenced by a 2% increase in the percentage of students scoring at or above grade level on the 2008 FCAT math assessment from the 2007 administration.

Mr. Forrest Cutler, Assistant Principal
Mr. Cutler is beginning his eleventh year as an assistant principal. Gaining experience in alternative education at Center North Educational Center (COPE), Westview and, Doral Middle Schools. Mr. Cutler is currently starting his fourth year at North Miami Senior. Mr. Cutler acquired his formal education beyond a Bachelor degree in Physical Education from Nova Southern University, where he earned a Master degree in Physical Education and an Educational Specialist degree in educational leadership. Mr. Cutler also became endorsed to teach driver’s education at Florida Atlantic University. His experience and background as a teacher/administrator will provide quality leadership, support and assistance in moving students towards quality scores that will improve the school’s letter from an "F" to "C" or better.
Through his dedicated leadership and commitment, Mr. Cutler handles many of the operational issues that help promote a safe and healthy environment for all children to achieve and prosper. Through his leadership in this area, Mr. Cutler helps create a safe and healthy school environment that facilitates increased academic achievement and develops caring and ethical citizens. Under Mr. Cutler’s tutelage students’ develop social skills and responsibilities that contribute to a positive learning community.

Moreover, Mr. Cutler leads our schoolwide efforts in implementing and monitoring our schoolwide attendance policy. Under Mr. Cutler’s bold leadership, NMSHS was twice presented with the “Best Attendance in the District” award during the 2007-08 academic year as measured by 2007-08 COGNOS reports quoted in the attendance section of this School Improvement Plan. This significant improvement in student attendance was a byproduct of a myriad of schoolwide interventions that were spearheaded by Mr. Cutler. Through his leadership and actions, Mr. Cutler plays a pivotal role in improving student attendance and increasing student achievement.

Lastly, Mr. Cutler helps promote and enhance the learning process through his leadership efforts in assuring that our student services department provides a developmentally comprehensive guidance and counseling program for all students. Through his leadership in this area, Mr. Cutler assures that all students receive the necessary academic, personal/social, career, and college advisement counseling services they need in order to achieve to their maximum potential. Mr. Cutler leads all advocacy, consultative, preventive, guidance, responsive, and planning efforts as they relate to our student services department.

Beyond his expertise in school operations and guidance and counseling, Mr. Cutler also provides leadership to ensure high standards of instructional service across our school. In order to further improve NMSHS’s educational delivery systems and maximize achievement across all subgroups in our school, Mr. Cutler provides instructional leadership in the areas of social studies, health, and physical education. After identifying the needs and establishing priorities related to student achievement across our school, Mr. Cutler oversees and directs the activities of the instructional staff in his areas of concern. Lastly, he helps us achieve compliance with district policies, success of instructional programs, and operation of schoolwide activities. Mr. Cutler will apply the knowledge and skills he has acquired over the past eleven years as a school administrator in order to positively affect student achievement across all subgroups at NMSHS.

Ms. Nidia Ashby, Assistant Principal
Ms. Nidia Ashby is a third-year Assistant Principal. Ms. Ashby is currently the administrator over the Science, Special Education and Vocational Department. Prior to her arrival, Ms. Ashby taught at Miami Edison Middle School from 1999-2006 as a Varying Exceptionalities teacher. During her years as a teacher, she served in various leadership capacities. Some of those leaderships consists of; Child Study Team Coordinator, ESE Department Chairperson, Program Specialist, and Teacher Leader for The Superintendent Urban Initiative Program (SUP). She has served in various committees such as EESAC, Professional Growth Team, SREP, and Curriculum Leadership Team. She has implemented improvement activities and initiatives that include pull out FCAT tutorials, facilitated numerous staff developments focusing on Inclusion and FCAT data analysis. Ms. Ashby had the opportunity to be one of the administrators of North Miami Senior High School for Passport Exploration 2007. She facilitated summer services and worked diligently with the APC in developing and creating the master schedule. Prior to Ms. Ashby’s employment with the Miami-Dade County Public School System, she attended Barry University, earning a Bachelor of Science degree in Varying Exceptionalities in May 1999, graduating Summa Cum Laude, a Master’s degree in Educational Leadership from St. Thomas University in May 2005, graduating Summa Cum Laude. Ms. Ashby continues to grow professionally by enrolling in professional development courses from various institutions and from the District. Her future educational goals include enrolling in a doctoral program.

As our resident expert in SWD education, Ms. Ashby leads NMSHS’s efforts in planning, organizing, managing, and directing the improvement of instruction, communication, discipline, and implementation of SWD programs across NMSHS. Evidence of Ms. Ashby’s successful application of the Florida Continuous Improvement Model is evidenced by an 8% increase in the percentage of SWD students improving their performance on the 2008 FCAT writing assessment.

By reviewing data, observing classrooms, and collaborating with NMSHS’s learning community, Ms. Ashby assures that effective instructional strategies and approaches are being utilized that fully support all SWD students across our school. She assures that all instructional policies and practices are aligned to the
Comprehensive Research Based Reading Plan (CRRP), the Comprehensive Mathematics Plan, and to the K-12 District Science Plan.

Beyond her expertise in SWD, Ms. Ashby also provides leadership and support to increase student achievement, attendance, and student behavior across NMSHS. She also provides leadership to ensure high standards of instructional service. In order to further improve NMSHS’s educational delivery systems and maximize achievement across all subgroups in our school, Ms. Ashby provides instructional leadership in the area of science and our schoolwide restructuring effort, inclusive of all supplementary academic programs. After identifying the needs and establishing priorities related to student achievement across our school, Ms. Ashby oversees and directs the activities of the instructional staff in her areas of concern. Lastly, she helps us achieve compliance with district policies, success of instructional programs, and operation of schoolwide activities. Ms. Ashby will apply the knowledge and skills she has acquired over the past three years as a school administrator in order to positively affect student achievement across all subgroups at NMSHS.

Mr. Fabrice Laguerre, Assistant Principal

Mr. Fabrice Laguerre, Ed. S, MBA, MA, BS, is currently serving in his second year as an Assistant Principal. He is certified in Educational Leadership, Business Education, and middle grades Mathematics. Mr. Laguerre graduated from Barry University with a Bachelor of Science degree in International Business, Masters of Arts in Teaching Social Sciences, and a Specialist degree Educational Leadership. His love-for-learning lead him to continue his studies at Florida Atlantic University where he recently graduated with a Masters in Business Administration.

As an educator, he inspires students to achieve educational excellence while gaining the necessary tools to lead productive lives. To meet this goal, he believes that the educational environment should include close collaboration and partnerships between educators, parents, and community members. As a leader in a student-focused environment, Mr. Laguerre worked with science and mathematics teachers at his former school (Jose De Diego Middle School) as they disaggregated the 2006-2007 FCAT results to identify individual students and subgroups in need of remediation. In a continuing effort to increase student achievement through the delivery of quality instruction, Mr. Laguerre created formal opportunities for vertical curriculum planning and shared learning conversations where best practices were modeled and discussed. The implementation of the aforementioned student and teacher strategies led to a three percent increase in students meeting high standards in science and 73% of the lowest 25% of Math students making adequate progress at Jose De Diego Middle School.

This school year, Mr. Laguerre plans to lead with data at North Miami Senior High School by continuing to analyze student and teacher assessment data to determine teaching and learning effectiveness by identifying appropriate staff of trends, outcomes, needs and effective practices.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

North Miami Senior High School has established partnerships with all neighboring Colleges of Education and attends teacher recruitment fairs in order to recruit and retain high-quality, highly qualified teachers to high-need academic areas. Peer recruitment is also done to support this effort. Highly qualified teachers are retained through mentorship, administrative support, and the adequate provisioning of resources and professional development.

The teacher mentoring program at NMSHS follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers attend a series of on-site and district orientation programs to familiarize themselves with the programs and procedures of MDCPS. NMSHS’s administrative team meets with the new teachers on a regular basis including teacher workdays. Members of our schoolwide leadership team guide new teachers to ensure that they understand their teaching assignments, the electronic gradebook, and implement effective classroom management strategies. Annual contract teachers are assigned a professional growth team and an individual mentor to guide and support them through their first professional year. NMSHS’s administrative team provides educational leadership to all teachers and provides professional development workshops tailored to strengthen teachers’ educational delivery and to increase student achievement. In addition, new teachers meet
monthly with nationally certified board teachers to discuss issues of concern.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

North Miami Senior High School (NMSHS) receives funding from a wide variety of sources. These funds are all integrated to meet the identified needs of NMSHS's learning community. Title I funding provides activities which will improve the academic achievement of all students, especially those with the greatest academic and social needs.

Title I funding provides NMSHS with extra help for targeted students in order to assist students with deficits in reading and mathematics. It also provides funding for supplemental materials and supplies, professional development, and parental involvement activities. Specifically, the $235K Title I allocation received by NMSHS for the 2008-09 school year purchased the following:

- Extra Period Supplements: $144k
- Paraprofessional General: $39k
- Supplies: $54k

As the academic year progresses and we better define the needs of our students, we will adjust funding allotments accordingly.

School Wide Improvement Model

Note: Required for Title I

The Florida Continuous Improvement Model (FCIM) is based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction and frequently assessing students for understanding are all key parts to the model. NMSHS uses the FCIM along with the Comprehensive Research Based Reading Plan (CRRP), the Comprehensive Mathematics Plan, and to the K-12 District Science Plan to improve student achievement. The model is based on best practices, provides for continuous monitoring of student performance, addresses the achievement gap between all subgroups and supports data driven decision-making at NMSHS.

The FCIM incorporates the Malcolm Baldrige core values that have been adopted by Miami-Dade County Public School Board of:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff and Partners
- Agility
- Focus on the Future
- Managing for Innovation
- Management by Facts
This evidence-based program is a continuous improvement teaching/learning cycle which includes the following steps:

1. Disaggregate Test Data to Identify Instructional Groups and Identify Weak and Strong Objective Areas,
2. Develop an Instructional Timeline,
3. Deliver the Instructional Focus,
4. Administer Frequent Assessments,
5. Provide Tutorials to Re-Teach Target Areas not Mastered,
6. Provide Enrichment Opportunities for Students who have Mastered Target Areas,
7. Reinforce Learning Through Maintenance,
8. Monitor Progress.

By disaggregating test data, an instructional timelines and focus calendars are developed for instructing the benchmarks in the core subject areas, specifically the tested benchmarks. Teachers work collaboratively to evaluate student data and develop all instructional timelines and calendars, which are re-evaluated after each scheduled assessment. Analysis of data further determines which students require tutorials vs. enrichment. Ongoing monitoring of data with frequent classroom walkthroughs is one of the most essential elements of the FCIM.

Following is a discussion as to how NMSHS applies the FCIM in our daily practice:

1. **Disaggregate Test Data**
   Data is important because it enables every member of the NMSHS learning community to act on fact and make sound decisions about how to increase student achievement. Data is used for the purpose of determining areas of strength and weakness. Data not only evaluates students at NMSHS, it also evaluates teachers. Students learn what teachers teach them. The literacy and leadership teams will continually analyze formative and summative assessment data to monitor trends in each respective core subject area, grade level and subgroup. Teachers will continually be trained in analyzing data and using data for lesson planning and progress monitoring. Administration will review all available qualitative and quantitative data from varied sources that are relative to this area and conduct data chats as necessary to address areas of further development.

2. **Develop an Instructional Timeline**
   Our instructional timelines have been aligned with the Comprehensive Research Based Reading Plan, Mathematics and the K-12 District Science Plans. They display the allocation of time and resources being committed to each area of focus. Our instructional timelines encompass all objective arrears that were identified in the data disaggregation process. Monthly, grade level instructional timelines were developed and deployed to all teachers to apply to all targeted subgroups. Our instructional timelines encompass all areas of strength and weakness and are aligned to all State, District, and Regional center efforts. Our ST2 team will review all available qualitative and quantitative data that are relative to our instructional timelines and conduct data chats as necessary with key personnel to address areas of further academic development.

3. **Deliver the Instructional Focus Calendar**
   From the disaggregation of the student data, Instructional Focus plans were developed for each core subject area emphasizing monthly targets for instruction. Teachers continually develop their individualized lesson plans based on the targeted benchmarks and adjust them accordingly whenever student data reflects a need for adjustment. Administration will also review all available qualitative and quantitative data from varied sources that are relative to our areas of focus and conduct data chats as necessary to address areas of further development.

4. **Administer Frequent Assessments**
   After the skills have been taught, assessment (chapter tests, bi-weekly and interim district assessments) results determine enrichment or re-teaching using different instructional approaches. Teachers discuss
progress with students through group and individualized data chats with students, respectively.

(5) Use Tutorials to Re-Teach Non-Mastered Target Areas
All administrators, teachers, and instructional support staff are involved in monitoring tutorial programs. Tutorials help students refocus their respective abilities to master the targeted benchmarks. Teachers are provided feedback on students participating in tutorial programs. Administration will review all available qualitative and quantitative data from varied sources that are relative to this area and conduct data chats as necessary to address areas of further development.

(6) Provide Enrichment Opportunities for Students who have Mastered Target Areas
Based on assessment results, teachers provide continuing quality instruction to build on success or provide additional instruction. Teaching teams across NMSHS work together to review progress, students who have achieved mastery receive enrichment to challenge them further. Enrichment activities are considered as important as tutorial work and provided for both mastery and non-mastery students. Specifically, enrichment is provided through accelerated grade level content and performance based projects. These projects are standards-based projects requiring students to think in complex ways while applying their learning to real world situations. This provides enrichment for high achieving students while still working within the area of instructional focus. Administration will review all available qualitative and quantitative data from varied sources that are relative to this area and conduct data chats as necessary to further address areas of development.

(7) Reinforce learning through maintenance
Students will maintain all knowledge and skills previously taught and mastered through appropriate activities that are linked to previously acquired content. Maintenance activities are a part of every lesson plan that is drafted and executed at NMSHS. Maintenance activities are an integral part of NMSHS’s long-range strategy for all subgroups to achieve at the desired levels across all core content areas addressed in our School Improvement Plan. The consequences for not using, applying, or reviewing previously acquired content through maintenance activities is that our students will not maintain learned content. Teachers will be provided with all of the necessary resources and will be encouraged to share ideas with their colleagues so that all mastered instructional goals and objectives are maintained. FCAT Explorer is one of the many resources that will be utilized to support our maintenance efforts. Administration will review all available qualitative and quantitative data from varied sources that are relative our maintenance efforts and conduct data chats as necessary to address areas of further development.

(8) Monitor progress.
Monitoring of the FCIM is assumed by our principal as the instructional leader, and the principal is continuously involved in the teaching and learning process. All other administrators will regularly conduct unscheduled classroom visits, schedule individual meetings and data chats with teachers, grade level teams, parents and students. Administration will also be a part of grade level, departmental, and team meetings. Monitoring practices at NMSHS also include, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

ST2 Model Implementation
Problem-solving, data-driven leadership models were implemented to support the identification of student needs and to quickly make decisions based on student data, as well as to deliver school site, job-embedded professional development opportunities. NMSHS will be supported through the ST2 model. The ST2 model has been implemented at NMSHS to in order to:

provide ongoing professional development that is aligned with the instructional needs of Level I and II students;

\* create a support team for teachers to assist with diagnostic data collection;

\* ongoing progress monitoring and identifying appropriate interventions;

\* build capacity for utilizing data to drive instruction;

\* serve as a resource bolstering continuous improvement model implementation; and
NCLB Public School Choice

Note: Required for Title I

Under Section 1002.38, Florida Statutes, Opportunity Scholarship Program (OSP), students enrolled in or assigned to North Miami Senior High School (NMSHS), a school designated as grade category “F” for 2 consecutive years, are eligible to participate in the OSP. Under Florida law, the OSP allows parents whose children are attending a failing school for two of the last four years to apply for an educational alternative, in this case another MDCPS school.

All students that were scheduled to attend NMSHS for the 2008-09 academic year were informed via written communication, and through the Connect-ED system in English and in their respective home languages that NMSHS had not met AYP for the second consecutive year. After being sent a preliminary letter and Connect-ED message in early June of 2008 that included NMSHS’s status and what the school was doing to improve achievement levels across NMSHS, all parents were given a minimum of 30 calendar days to select one of four schools to transfer to that were not in need of improvement. All applicants were provided the opportunity to transfer with transportation to either: Hialeah Senior High School, Hialeah Gardens Senior High School, Miami Sunset Senior High School, and or Coral Park Senior High School. Said letters and forms were also made available at the school for parents who came to NMSHS at the time in question to register their children into NMSHS for the first time. Parents who requested transfers after the deadline were linked with appropriate personnel from the office of Schools of Choice, and all necessary district regional center offices in order to further accommodate their requests. Moreover, we accepted requests by mail and/or fax on their behalf and forwarded them to proper district personnel as prescribed in the district’s 2008-09 OSP manual.

Throughout all steps of the OSP application and acceptance processes, all applicants were assisted by NMSHS personnel. Once applicants were informed of acceptance by the office of Schools of Choice, they were assisted by NMSHS personnel through the withdrawal process and were then directed to register at their new schools.

Lastly, several informational handouts on NCLB, school choice, OSP school demographic and academic data were made available to all applicants by NMSHS personnel in person, through U.S. mail, electronic means, and through the Connect-ED messaging system.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

In the event that we hire someone new to the teaching profession, NMSHS will apply the teacher mentoring program which follows the guidelines set forth in the district’s Professional Assessment and Comprehensive Evaluation System (PACES). Once hired, those new to the teaching profession will participate in a series of on-site and district orientation programs to familiarize them with the policies and procedures of MDCPS.
New teachers will be provided assistance through a Professional Growth Team (PGT). With an assigned assistant principal overseeing the process, all new teachers will be assigned a PGT comprised of members that are mutually agreed upon by the new teacher and administration. New teachers will be scheduled to meet with their mentoring teacher(s) to discuss lesson planning, best practices, student achievement, effective classroom management and/or any other necessary support. Teachers participating in this process will benefit from said collaborative arrangement to learn from each other. The goal of the mentoring program is to have 100% of all new teachers experience a successful year.

Ongoing professional development will be provided throughout the 2008-09 school year. Teachers will complete Individual Professional Development Plans (IPDP) which will be aligned to schoolwide professional development plan. Individual professional development plans will be aligned with the needs of subgroups not making AYP, reform efforts, and state protocol requirements. Our master schedule will also provide time for both common planning and job-embedded professional development. New teachers will be provided support through the district’s New Educators Support Team (NEST) and Mentoring and Induction for New Teachers (MINT) initiatives.

Veteran teachers who are in need professional renewal in subject matter knowledge, classroom management, and/or teaching strategies will be provided direct assistance with their professional development. NMSHS will call this program our Teacher Assistance Program (TAP). Through TAP, experienced teachers who are in need of professional renewal will be provided peer assistance to bring their work to acceptable standards. NMSHS’s TAP, is therefore aimed at those veteran teachers in need of professional assistance—veteran teachers in need of professional renewal. For these individuals, NMSHS’s TAP will deliver the finest professional help available from peers who are themselves excellent teachers.

The goal of NMSHS’s TAP is to bring the teacher to a satisfactory level of teaching performance. With an assigned assistant principal overseeing the process, all TAP teachers will be assigned a professional growth team comprised of members that are mutually agreed upon by the veteran teacher and administration. Veteran teachers in the TAP will be scheduled to meet with their mentoring teacher(s) to discuss lesson planning, best practices, student achievement, effective classroom management and/or any other necessary support. No artificial time limits will be imposed on our TAP teams, student and teacher data ultimately decide when the intervention ends. At that time, the teacher and selected mentor will advise administration of the progress that is made and the wish to discontinue program participation.

It is important to point out that identifying a teacher for intervention is not synonymous with placing the teacher on prescription. The goal of the TAP is to improve the performance of that veteran teacher so that the children that are assigned to them achieve.

Professional Development
Our 6 instructional coaches (4 reading, 1 math, and 1 science) 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 function and roles of our 6 instructional coaches administration, teachers, and support staff; this would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The 6 instructional coaches will not serve as administrators, substitute or resource teachers; they will work with small groups of students only when modeling strategies for teachers. However, the 8 instructional coaches (6 reading, 1 math, and 1 science) 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 instructional focus area of the professional development plan that will support teachers to strengthen their teaching skills in core subject areas, build school site capacity, and in the provisioning of 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, the 6 instructional coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as
Extended Learning Opportunities

Note: Required for Title I

Students within all subgroups who scored below a level 3 as measured by each respective 2008 FCAT instrument will be receiving remediation services in order to ameliorate their weaknesses. Conversely, students within all subgroups who scored above a level 3 as measured by each respective 2008 FCAT instrument will be receiving enrichment services in order to further capitalize on their strengths. With the assistance of NMSHS’s teachers and through tutorial interventions and student assistance models facilitated through our administrative team, all students will have their individualized needs addressed.

In order to address Black, SWD, Economically Disadvantaged, ELL, and Hispanic subgroup needs, and to increase individual and group student performance across all targeted clusters and strands, performance trends and their instructional implications were analyzed in preparation for the 2008-09 academic year. As a collective body, NMSHS’s teachers will use evidence based programs, technological tools, software applications, Internet resources, supplementary curriculum materials, and sound pedagogical strategies in order to remediate and/or enrich students’ curricular strengths and weaknesses in the areas of reading, math, and science clusters and strands.

A detailed analysis of clustered subgroup performance data will shape the content of the extended learning opportunities that we will provide our students. Students who experienced difficulty, and or experienced success in specific clustered areas will be provided extended learning activities that will help them fully develop to their academic potential.

Extended Learning Programs

Following is a list and description of all extended learning programs that will be offered to increase the academic achievement of all accountability subgroups (Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic):

(1) Tutoring Programs in the Area of Reading (Before, Lunch Bunch, After-school, and Saturday Academy) —Open to Level 1-5 Students

NMSHS offers Before, Lunch Bunch, After-school, and Saturday Academy tutoring programs to all readers at all stages—from students who need reading remediation to those in pursuit of reading enrichment who are preparing for higher education, all students’ needs are addressed through our tutorial reading programs. In concert with the district’s Comprehensive Research Based Reading Plan, NMSHS reading tutorial programs are phonics-based, systematic, and intensive. Whether it is getting on par with their peers or for enrichment purposes, students within all subgroups will capitalize on their strengths while addressing their areas of weakness. Our tutoring programs use a systematic, approach that fosters reading independence and confidence. All of the components of our reading tutoring program lead to the ultimate goal of increasing student achievement as measured by the FCAT. Following are the five tenets of NMSHS’s reading tutorial programs: (1) Phonics, (2) Fluency, (3) Vocabulary, and (4) Comprehension.

Our reading tutoring programs will target the specific needs of all participating students. Using disaggregated student data from various sources (i.e., FCAT, Edusoft, Snapshot, and teacher made tests), our Reading Coaches will diagnose and pinpoint the current abilities and opportunities for growth of all tutorial program participants and then formulate a plan of action for each student. In order to address diagnosed students’ needs, we will apply one of following three strategies: (1) Selective Highlighting, (2) Marginal Note taking, and (3) Reciprocal Reading. Through specially designed individualized tutoring programs we will help our students expand their vocabularies and become better readers.

(2) Tutoring Programs in the Area of Writing (Before, Lunch Bunch, After-school, and Saturday Academy) —Open to Level 1-5 Students

NMSHS offers Before, Lunch Bunch, After-school, and Saturday Academy tutoring programs to all students at all stages—from students who need writing remediation to those in pursuit of writing enrichment who are preparing for higher education, all students’ needs are addressed through our tutorial writing programs. Our approach to addressing our students’ writing needs through our Before, Lunch Bunch, After-school...
Our approach to addressing our students’ writing needs through our Before, Lunch Bunch, After-school, and Saturday Academy tutorials will feature individualized instruction to help students at all levels master the process of writing with ease. The goals of our writing program will help all tutorial participants: (1) Learn and apply an organized process of writing, (2) Apply composition techniques to new and existing class writing assignments, (3) Develop the ability to write polished persuasive and expository prose, (4) Learn from a variety of text-based projects commonly assigned to high school students, and (5) Improve FCAT writing scores. Through the use of disaggregated FCAT writing data and Edusoft reports our Reading Coaches will pinpoint the reading and writing skills that students need to work on in order to master the assessed areas of focus. Our tutorial approach to writing will ensure long-term retention of writing skills to help our students reach their full potential.

(3) Tutoring Programs in the Area of Mathematics (Before/After-school/Lunch Bunch/Saturday Academy)—Open to Level 1-5 Students
NMSHS offers Before, Lunch Bunch, After-school, and Saturday Academy tutoring programs to all students at all stages—from students who need mathematics remediation to those in pursuit of mathematics enrichment who are preparing for higher education, all students’ needs are addressed through our tutorial mathematics programs. NMSHS math tutoring programs help students reduce math anxiety, master math concepts and build a deep understanding of math essentials from which they learn more advanced math skills. Our tutoring programs in math range from the basics through pre-algebra, algebra, geometry, trigonometry, pre-calculus and other high-level math courses. NMSHS’s math tutoring programs are aligned with the District’s Comprehensive Math Plan, and has been developed our mathematics teachers. We use a variety of instructional methods that address each child’s unique learning style through the use of manipulatives, games, software and even pencil and paper tasks. Through the use of disaggregated FCAT, and Edusoft reports our Math Coach can pinpoint the math skills that students need to work on in order to master the assessed strands. Our mastery learning techniques will ensure long-term retention of math skills to help our students reach their full academic potential.

(4) Tutoring Programs in the Area of Science (Before/After-school/Lunch Bunch/Saturday Academy)—Open to Level 1-5 Students
NMSHS offers Before, Lunch Bunch, After-school, and Saturday Academy tutoring programs to all students at all stages—from students who need science remediation to those in pursuit of science enrichment who are preparing for higher education, all students’ needs are addressed through our tutorial science programs. NMSHS science tutoring programs help students reduce science anxiety, master science concepts and build a deep understanding of science essentials from which they learn more advanced scientific inquiry skills. Our tutoring programs in science range from basics through content area support. NMSHS’s science tutoring programs are aligned with the K-12 District Plan, and were developed with assistance from our mathematics teachers. We use a variety of instructional methods that address each child’s unique learning style through the use of performance based projects, labs, probeware projects, and student workshops. Through the use of disaggregated FCAT and Edusoft reports our Science Coach can pinpoint the science skills that students need to work on in order to master the assessed clusters. Our mastery learning techniques will ensure long-term retention of science skills to help our students reach their full academic potential.

(5) Student Mentoring Programs
Mentoring programs will be established in schools identified as having children “at risk” of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 5000 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

(6) Student Advisories—For 10th Grade Students (Lowest 30% as measured by the FCAT)
NMSHS will set-up and support student advisories during the 2008-09 academic year for all 10th grade students that will meet at least three times per week for approximately one hour each day (at least three hours each week). Advisories will be the primary vehicle at NMSHS for creating more personalized learning environments where students will become well known by at least one adult. In designing and implementing said advisories, NMSHS will use the approach designed by the Educator’s for Social Responsibility (ESR) group which select faculty and staff members will receive training during the earlier part of the 2008-09 academic year. ESR’s approach to student advisories is guided by the principles of youth development, prevention, and resiliency. NMSHS’s student advisory program will ensure that every participating student has the opportunity to feel known, heard, and understood. Students involved in advisories at NMSHS will gain key academic and social competencies that they will need to successfully navigate the hurdles of high
school and make a smooth transition to careers or college. While engaged in this student service delivery model, NMSHS's students will make meaningful connections with other students and with teachers.

(7) Mathematics, Reading, Science, and Writing Workshops
Mathematics, Reading, Science, and Writing workshops will be provided to all students during our Crunch Time (January 5 through March 6). This supplementary academic service was designed and will be implemented to enhance our students’ area quotient as measured in each section of the 2008 FCAT (Mathematics, Reading, Science, and Writing tests).

Evaluation of Extended Learning Opportunities
NMSHS will assess the efficacy of the extended learning programs that we will provide our students at least once, every nine weeks, by our leadership team. Quantitative and qualitative data extracted from formative and summative data sources will be utilized to measure the relative effect of our extended learning programs. Program efficacy metrics will include data specific to student achievement targets, extended learning program success, and AYP goal attainment. The data collection framework that we will utilize to measure program effectiveness will gage student achievement in the areas of math, reading, science, and writing. NMSHS will incorporate the results of our extended learning program offering within the educational goals delineated in this document, and where applicable, modify our strategies and recommit resources to adequately address shifting student needs.

SCHOOLS GRADED C OR BELOW

Professional Development

In policy and practice, NMSHS supports the connection between educator professional development and improved student achievement. NMSHS will provide a myriad of professional development opportunities during the 2008-09 academic year that will strengthen teaching practice towards the academic achievement of all accountability subgroups (Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic).

NMSHS’s priorities for professional development will be directly linked to student performance goals identified in our 2008-09 School Improvement Plan. Professional development that increases educators’ knowledge of content, pedagogy, and creating effective learning environments will ultimately contribute to enhanced student performance across all AYP subgroups. Input from all members of the NMSHS learning community has helped develop a professional development plan that is characterized as: (1) having a primary focus on improved student learning and achievement, (2) being based on current, documented research findings, (3) provides structure and substance that allow continuity, (5) focuses on content and curricular needs as well as teaching methodology, (6) includes the needs of all who contribute to the education system, and (7) is developed and directed by teachers.

NMSHS’s leadership team has accepted the responsibility for delivering high quality professional development to ensure that all of our teachers have the knowledge, skills and attitudes to work with diverse student learning needs. In addition, while there will always be a place for dissemination of information, the focus of professional development at NMSHS switched last academic year from a concentration on short-term, quick-fix information, dissemination to building content knowledge, teaching skills, change of work behaviors and maintenance of those skills and behaviors. The traditional isolated array of unrelated activities cannot support or bring about the educational reform needed at NMSHS. Professional development will therefore go beyond providing courses and workshops to earn master plan points for license renewal. Instead, it will be seen as an ongoing process that builds deep content knowledge and related instructional practices. It will also be a valued expectation of teachers and administrators alike.

As part of our effort to improve teaching practice across NMSHS and provide our staff with the support and guidance they will need during the 2008-09 academic year, NMSHS’s leadership and professional development teams will facilitate the implementation of a professional development academy for all staff. Our comprehensive mentoring and professional support program will use structured activities to help all of our teachers analyze their teaching practice, reflect on results, and make effective decisions. As we did
our teachers analyze their teaching practice, reflect on results, and make effective decisions. As we did during the 2007-08 academic year, we will once again facilitate over 250 hours of professional development for our staff, and also seek outside sources to augment our professional development efforts.

A professional development academy will be structured for all faculty members around the academic needs of our students and the professional aspirations of our faculty and staff. Some of the professional development activities that supplement our needs based professional development course offering will include and will not be limited to: (1) CRISS strategies (CReating Independence through Student-owned Strategies), (2) WICR strategies (Writing, Inquiry, Collaboration, and Reading strategies), (3) Florida Continuous Improvement Model (FCIM) training, (4) Edusoft training, (5) Student Performance Indicators (SPI), (6) Cornell Notetaking, (6) Data Disaggregation, (7) GIZMOS, (8) Differentiated Instruction, (9) Reciprocal Teaching, (10) Question Task Cards, (11) Team-teaching, (12) Inclusion Best Practices, (13) ELL Best Practices, (14) Specific training on the Comprehensive Research Based Reading, Mathematics, and Science plans, (15) Incorporate object-based learning in Museum Studies and Fine Arts Academy classes to enhance student learning and to increase critical thinking skills, (16) Incorporate project-based learning activities in Communications & Media Academy classes that incorporate multimedia, and (17) Utilize Professional Learning Communities in Health Support Services, Aerospace Science and Business & Finance Academy classes to increase student achievement.

Best practice sharing sessions will regularly take place to improve student achievement. The aforesaid PD will be facilitated through the Professional Learning Communities (PLC) framework. Through the PLC framework teachers will work in learning communities in one of three ways: by planning period, by grade level, and or by content area. Plan period groups consist of teachers across grade levels, curriculum areas, and or academies. The main purpose of these groups is for delivery of in-service training. It is also an opportunity for School Improvement Planning and smaller discussion groups of school reform and improvement issues.

With the implementation of the academy model across our school, the campus has been set up in a different way. Where teachers were previously assigned rooms by common content areas, the teachers are now grouped by grade level and or academy assignment. Teachers will meet to discuss particular students and strategies for improving student performance. All other teachers will meet through content area groups on a regular basis through department-level meetings. Curriculum issues such as curriculum mapping and alignment, testing, textbooks, and testing will also discussed in these forums. Teachers will also develop the fine art of conducting data chats through the aforementioned forums.

Disaggregated Data

NMSHS is committed to the use of disaggregated student achievement data in school decision-making, with the central goal of improving student achievement across all subgroups. Data is disaggregated from data extracted from FCATs (math, reading, science, and writing), NRTS, PSATs, bi-weekly assessments, district interim assessments, tutorial programs alternative assessments, and teacher made tests. NMSHS regularly uses disaggregated student data:

| as a major criterion in addressing substandard teacher performance; |
| to adequately address classroom and teaching methodologies; |
| to create and implement individualized and group enrichment and/or remedial programs; |
| create Instructional Focus Plans and Timelines; |
| demonstrate and track AYP; |
| evaluate what each student knows (including a determination of when, where, and how a student has learned) in an effort to conclude whether or not each student has actually received an educational benefit; |
| individualize student learning (i.e., teach students at his/her learning level, and |

http://www.flbsi.org/0809_sip_templ...
conducive to their learning style) to improve the academic achievement of every student;

- maintain internal and external stakeholders fully informed of our efforts;

- make day-to-day administrative decisions and budgetary and policy decisions; and

- place emphasis on narrowing achievement gaps in specified student groups.

Informal and Formal Assessments

Ongoing informal assessments include but are not limited to teacher-made assessments, bi-weekly in-house assessments, performance assessments, class and home-learning assignments/activities and teacher observations. Formal assessments include and are not limited to district interim assessments and the administration of the FCAT (Reading, Math, Science, and Writing subsections).

Alternative Instructional Delivery Methods

Implementation of the following alternative instructional delivery methods will consist of: (1) teaching to all learning styles, (2) differentiated instruction, (3) computer-based instruction, (4) pull-out sessions, (5) peer teaching, (6) peer tutoring, (6) cooperative learning groups, (7) Reading labs, (8) Science labs, (9) GIZMOS, (10) Vernier Probeware, (11) FCAT Explorer, and (12) myriad of curriculum clubs and activities designed to remediate, accelerate, and enrich student learning.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

At North Miami Senior High School, we use a variety of innovative approaches for instruction with all of our students:


Responsibility of Teaching Reading for Every Teacher

Every teacher is a reading teacher at NMSHS. All teachers at NMSHS will emphasize the relationships among words, word structure, origin, and meaning when teaching special vocabulary. Students will also read texts and comprehend what they are reading. Therefore, teachers must be able to use reading strategies that will help their students improve their comprehension by identifying the main idea and author’s purpose, comparing/contrasting, identifying cause and effect, predicting outcomes, summarizing, questioning, and visualizing. All teachers at NMSHS will give students frequent opportunities to write about what they are reading. Students will have opportunities to read fiction and nonfiction independently and with peers.
The administrative team has used previous School Improvement Plans, student, parent, teacher surveys, expectations from the district, student test data, and current research concerning innovative programs to develop a plan of professional growth for the staff at NMSHS. Professional development opportunities are offered through whole staff activities as well as small learning community activities during professional development days. In addition, teachers meet weekly to discuss issues that are pertinent to their teaching assignments. In the last three years, teachers have received training in these areas:

Enhancement of the curriculum through the use of Technology, FCAT test-taking strategies, Reading, Writing, Science, and Math strategies, inclusion strategies, collaborative teaching methods, cooperative learning strategies, Project CRISS (Creating Independence through Student Owned Strategies),

Multiple Intelligences and Strategies that Work. Our staff members have also attended workshops, conferences, and summer institutes in order to improve the understanding of their curriculum and to continue their professional growth. Staff members are always encouraged to share their learning experiences with their peers. This year our professional development focus will be on Reading, Writing, Science, and Math strategies.

We will differentiate instruction in our academic classes in order to accommodate student needs. We will also continue to support with follow-up activities technology, reading strategies, test taking strategies, cooperative learning strategies, and CRISS strategies.

Small Learning Communities (SLC)

Approximately two years ago our leadership team began an ambitious effort to restructure NMSHS. As a comprehensive urban high school with over 2700 students, NMSHS was faced with the issues typical of a large urban high school—student alienation, low student motivation and engagement, low aspirations and achievement scores, and behavioral problems. NMSHS also experienced substantial loss of students, physically or academically, during the ninth grade transition as well during the 10th through 12th grade periods. Adding to these issues is an increase in our diversity that requires more personalized and powerful educational services than NMSHS had typically provided.

Realizing that the 1950s infrastructure and services of NMSHS were inadequate to address these problems, NMSHS’s leadership team, faculty, staff members, parents, and community partners began a comprehensive self-assessment during the 2004-05 academic year, which led to the development of a strategic restructuring plan which identified the need to create small, personalized, and instructionally powerful small learning communities to better address learner needs. With our facilitation, NMSHS has begun to execute an ambitious agenda that has led to the successful implementation of a Ninth Grade Academy and the planning for an “All Academy High School.” Eight months into implementation of the Small Learning Communities (SLC) initiative at NMSHS, much of the work associated with the conversion to small learning communities is still ahead, but there is much progress to note already.

NMSHS’s implementation plans and strategies have, as intended, begun to effect a deep transformation in how our school operates. While there has always been a strong commitment to student learning and growth at NMSHS, the changes we are beginning to see across the entire school and within our five Academies, International Baccalaureate (IB) program, and Advanced Placement (AP) offerings make it probable that NMSHS’s faculty and staff will be able to impact student achievement in a profound and lasting way. The aforenoted suggest that NMSHS has successfully implemented the first phase of our restructuring effort. Instructional, organizational, and social changes are occurring at NMSHS and teacher and student experiences are beginning to be impacted significantly. It is reasonable to expect that further improvements in outcomes such as student achievement, engagement with school, and connections to post-secondary options will result from NMSHS’s promising and ambitious work.

Intensive Intervention in Reading and Mathematics

Information on our intensive intervention in Reading and Mathematics can be found in the Reading, Writing, Science, and Math portions of the SIP, and also in the related sections of this document.

http://www.flbsi.org/0809_sip_templ...
Parental Access and Support

Parents are considered an integral part of the North Miami Senior High School learning community. Collectively, we value their support and involvement and we do everything within our reach to fully engage and support them.

A common complaint that some of our parents have had is that they often find out too late to help correct negative situations with their children. They usually say that if only they had better information or better communication from the school, they say, they could have intervened in time to make a difference in the outcome. Fortunate for NMSHS, we have been able to address parental needs through the use of parent compacts and contracts.

NMSHS’s parental compacts and contracts are supportive of our collective effort to help children meet challenging standards and to get families involved. Our parental compacts clarify what families and schools can do to help all children reach high standards. Our parental compacts and contracts serve as clear reminders of everybody’s responsibilities are at school and home so that children can learn. With the potential to create consensus and action, our compacts and contracts define the mutual responsibilities all of NMSHS’s stakeholders.

NMSHS’s parental involvement contract establishes a learning partnership between parent, teacher, and student. To that end, our contract addresses the responsibilities for parents, students, and teachers. In particular, our contracts specify that the each student’s parent or guardian would agree to do all of the following:

- review homework assignments and offer assistance when needed;
- ensure that the pupil gets to school each day, on time and ready to learn;
- demonstrate interest in the pupil’s well-being by attending school functions and supporting the pupil’s school activities; and
- make every effort to attend parent-teacher conferences.

Furthermore, our contracts specify that our students agree to do all of the following:

- participate in class discussions and complete assignments in a manner that is accurate, neat, and timely;
- arrive at school each school day and be on time;
- pay attention in class and complete assigned lessons;
- obey the rules and codes of conduct set for the classroom; and
- respect teachers, school administrators, and other pupils at all times by not antagonizing, intimidating, or threatening them.

Finally, our contracts specify that our teachers agree to do all of the following:

- set high standards for quality instruction that promote development of grade-appropriate academic skills;
- keep accurate attendance records and inform the parent or guardian promptly if an attendance problem starts to develop;
- teach pupils how to study and review basic concepts taught in class; and
- maintain a welcome atmosphere and scheduling flexibility toward parent or guardian visits and participation.

The Pinnacle Suite allows the NMSHS learning community to fully support our compacts and contracts by...
providing a student performance reporting tool for families to fully participate in their child’s academic success with up-to-the-minute information on student assignments, grades and activities. By sharing information with students and their families, educators, parents and students we have created many mini-teams focused on student success that is measurable and sustainable.

In order to accomplish our student services staff and administration has assisted many parents in setting up Pinnacle Internet Viewer (PIV) accounts. PIV accounts provide parents the access they need to go online to access information about their children. PIV accounts enable parents to subscribe to a notification system that sends them emails to update the children’s attendance records or academic progress. Automatic grades, discipline, and unexcused absence notifications are also sent to parents via email.

To create a PIV account, a parent must provide proof of verification of guardianship (birth certificate); a driver's license, passport or government-issued identification; complete a PIV Acceptable Use Agreement and provide a password.

We have found that empowering families with timely feedback on their progress increases student engagement in their own learning, resulting in significant improvements in academic performance. Simply by seeing the difference their daily efforts make, students become more confident and are motivated to adopt more consistent study habits and better understand the importance of homework and test scores.

The centerpiece of the Pinnacle Suite is the electronic gradebook that tracks attendance, test scores and homework assignments. It is also the gateway to online tools and resources that provide detailed information about the student’s progress toward skill mastery in every curriculum area to parents. If there is a need for intervention or remediation, additional Pinnacle Suite modules provide online instructional resources for both school and home to get the student back on track. Frequent assessment of student performance helps teachers and parents monitor progress toward curriculum goals and objectives. Communication tools ensure that the school-home information loop stays intact; thus satisfying most parental concerns and increasing parental access.

Parents help to support many of our programs by volunteering their time and effort. Areas for involvement include but are not limited to our EESAC, booster and activity clubs. To fully support our parents we encourage those who have Internet access to access their children’s grades, email staff, and access student grades and information through the district’s Parent Portal. We also publish relevant information on our school website where we communicate vital information necessary to increase access and support to our parent base. For parents, who are unable to regularly access the Internet, we provide regular paper based communiqués and Connect-ED messaging that express our commitment to increased parental access and support. Additionally, NMSHS employs the use of COGNOS as a key foundation in our commitment to improve student performance, and increase parental access and support.

To better monitor student performance, and increase parental access and support, we use COGNOS to manage, analyze and report student performance in areas such as academics, attendance, grades, suspensions, and information that we need to regularly convey to parents related to all aspects of schooling. COGNOS allows us to drastically reduce intervention times by providing data that communicates problem areas their children are facing and what we can do to engage their support. In order to report increase parental access and support we use the Connect-ED system to record, schedule, send, and track personalized voice messages. Whether we are looking to increase parental involvement through improved communication initiatives or wanting to positively affect some academic, attendance, and/or behavioral outcome we use the Connect-ED system to address areas of need across our school. Collectively, Connect-ED and COGNOS are the pillars of our campaign to increase parental access and support.

For parents we experience difficulty in supporting, we employ the services of a school based social worker. NMSHS has a school based social worker who addresses issues central to truancy intervention, behavior concerns, and other peripheral issues at the crux of increasing access and support. Our school based social worker meets with the parents at our school, always with school staff present, to describe the services that are available to their children that are necessary to fully engage them in the student support process.
Lastly, NMSHS will offer applied Math, Reading, Science, and Social studies to our exceptional students who are on a special diploma track.

Multi and interdisciplinary activities will be included within all courses at NMSHS that provide connections for all students. All students at NMSHS will recognize the various roles that all core subject areas play in real life. The connection and application of all core subject areas will motivate, give meaning to, and reinforce student learning. These activities will involve students in critical thinking, process skills, and product development.

The results of the 2008 FCAT science indicate that 82% of our students in grade eleven did not meet the state standards. To address this need, our 11th grade Science curriculum was restructured to integrate Biology, Chemistry, Earth/Space Science, and Physics around central themes, with moderate integration of reading strategies, Mathematics, and technology with region support. All 11th grade students who are not taking a science elective are registered in an Integrated Science course.

Our six academies will also be designed to support interdisciplinary instruction. Academy lead teachers will work in concert with core subject area teachers to provide students with authentic learning experiences.

Course Choice Based on Student Goals / Interests / Talent

Students selected major areas of interest during their 8th and 9th grade years via their counselors. Registration processes at the end of the 2007-08 academic year implemented at NMSHS allowed students to select elective courses based on academic and vocational interests and goals. Academic courses were selected after conferencing with students, reviewing their respective academic histories and reviewing student goals.

Master Schedules Based on Student Needs

The master schedule at NMSHS is based on the needs of all students and the staffing allocations provided by the district office. Our master schedule is supportive of all evidence based curriculum programs at NMSHS. It meets the needs of all subgroups, by offering sufficient intensive courses in reading, math, credit recovery options, SWD, and ELL courses. Team-teaching has been implemented across all grades.

NMSHS’s high achieving students have more than 13 Advanced Placement and 15 International Baccalaureate courses to choose. NMSHS’s leadership team insures that all students who display academic potential are considered for placement in rigorous courses (i.e., Honors, AP, Pre-IB, IB, and other rigorous courses). We also offer our students three foreign language areas, and several dual-enrollment options. Unique programs are also offered at NMSHS which expose our students to opportunities beyond the traditional classroom. With the implementation of the Major Areas of Interest, and 6 academies areas to choose from, NMSHS works diligently to meet the diverse needs of our students.

Academic and Career Planning

Academic planning occurs primarily through consultation with the students’ guidance counselors. Several parent information nights are held throughout the academic year in order to educate parents about post-secondary options, as well. One College Assistant Program counselor and two career specialists meet with all transitioning students. SWD students in pursuit of a special diploma take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of disabled students. ASVAB and CPT testing are conducted; college site visits, job shadowing and other academic and career planning activities take place across the school.
Goal: Reading

*Note: Required for Title I
Scroll down for school data

**Needs Assessment:**
An analysis of the data from 2008 FCAT reading assessment revealed that 20% of our students scored at or above grade level. This represents no increase from the 2006-07 academic year. Thirty-nine percent of our students made learning gains and 47% of the lowest 25% made learning gains as measured by the 2008 FCAT reading assessment. Subgroups that did not meet AYP targets in the area of reading include Black, Economically Disadvantaged, English Language Learners (ELL), Hispanic, and Students with Disabilities (SWD). More specifically, the assessment reveals 81% of grade nine and 68% of grade ten students were not meeting high standards. The mean score for grade nine is 270, a decrease by two mean scale points when compared to the results of the previous year. The mean score for grade ten students is 261, a decrease of two mean scale points when compared to the results of the previous year. Cluster analysis trends indicate that students in grades nine and ten were weakest in: Grade 9: Words/Phrases, and Grade 10: Reference/Research.

**Objective:**
(1) Given instruction based on the Sunshine State Standards and aligned with the CRRP, students in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Assessment.

(2) Given instruction based on the Sunshine State Standards and aligned with the CRRP, Black students in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Assessment.

(3) Given instruction based on the Sunshine State Standards and aligned with the CRRP, Students with Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Assessment.

(4) Given instruction based on the Sunshine State Standards and aligned with the CRRP, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

(5) Given instruction based on the Sunshine State Standards and aligned with the CRRP, English Language Learners (ELL), students in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Assessment.

(6) Given instruction based on the Sunshine State Standards and aligned with the CRRP, Hispanic, students in grades nine and ten will improve their reading skills as evidenced by a minimum of 65% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Assessment.

**Strategies:**
(1) Students with Disabilities and English Language Learners (ELL) subgroups: Accommodate students with appropriate in-class or out-of-class support from certified faculty/staff as necessary to enhance the comprehension of reference and research questions. (Evidence-Master Schedule, and Tutorial program participation rosters).

(2) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Administer tri-weekly assessments aligned to the assessed benchmarks using Edusoft to score and disaggregate student data necessary to monitor school-wide efforts (Evidence-Lesson plans, data reports, instructional focus calendars and timelines).
(3) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Establish and maintain intensive reading classes for all students scoring at achievement levels 1 and 2 on the FCAT for additional reading instruction and support. Students enrolled in intensive reading courses will be homogenously grouped in an English course with a different highly qualified teacher. Students in these courses will be instructed through various approaches: (1) whole class, (2) small group, (3) guided reading, (4) effective writing using sentence and paragraph frames, (5) working with words, and (5) independent reading (Evidence-Master Schedule, Lesson plans, instructional focus calendars and timelines).

(4) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Schedule students in the bottom 40% in Homogenously grouped Language Arts courses that target: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will receive English and reading instruction in this course from a highly qualified teacher. (Evidence-Master schedule, individual student schedules, attendance rosters, meeting agendas and minutes and reading coach consultation logs).

(5) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Support the schoolwide literacy program, utilizing the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to facilitate the implementation of the school-wide instructional focus calendar (Evidence-meeting rosters, agendas, and meeting agendas and minutes).

(6) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize collaborative planning time to foster discussion, reflection, and examination of data relevant to all students (grades 9-12). During these reflective practices, the following topics will be considered: (1) determining current status/success of instruction which should lead to modification of instruction; (2) extracting trends or patterns, (3) identifying needs for professional development (including coaching and mentoring) and sharing best-practices. (Evidence-meeting rosters, agenda, and minutes).

(7) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize data binders for reading and language arts teachers, which will allow for easily accessible, individualized data on a continued basis. Information from the teachers’ data binders, disaggregated to identify subgroups, will be used to discuss cluster data following FCIM benchmark tests allowing for the adjustment in instruction and improved instructional decisions (Evidence-Data binders).

(8) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize the Pioneer instructional focus calendar to implement selected CRISS strategies that address literacy across the curriculum (Evidence-lesson plans, instructional focus plans, and instructional timelines).

**Evaluation:**

Formative Assessments will be conducted through progress monitoring and will not be limited to teacher made tests, quizzes, classwork, and homework assignments. NMSHS’s formative assessment repertoire will also include and not be limited to the following: (1) conferences, (2) student and teacher observations, (3) question and answer sessions, (4) drafts submitted through the writing process, (5) end of section/unit assessments from the myriad of instructional computer programs we use, (6) Journals, (7) screening exams, (8) diagnostic assessments, (9) classroom walkthroughs, (10) regular, ongoing program assessments, (11) Writing prompts, (12) STAR Reading, and (13) Gates MacGinite.

Interim and bi-weekly assessments provided by the district will also be administered and results analyzed to assess student-learning gains in reading. Teachers will work collaboratively to address student needs from the assessment results and discuss other factors that may have lead to low student achievement. Data will be collected every nine weeks to determine the percent of students performing below a “C” or below in all English and reading courses as it correlates to the benchmark results. Data from the following sources will also be
utilized: (1) Reading Plus Program, (2) FCAT Explorer, and (3) Florida Oral Reading Fluency (FORF) assessment will be used to redirect classroom instruction and provide information for extended learning programming purposes. Final evaluation will be based on the 2009 FCAT reading assessment data (summative assessment).

*Evidence-based Program(s):*

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula and differentiated instruction.


The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned every month with this objective in order to address the needs of Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups:


Budget:

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<th>Evidence-based Program(s)/Material(s)</th>
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*Non-Highly Qualified Instructors:*

As of the publishing of this School Improvement Plan, all reading teachers at NMSHS are highly qualified through the HOUSSE qualifying mechanism provisioned through the U.S. Department of Education. NMSHS does not have a
higher percentage of first-year or out-of-field teachers in the area of Reading than model Title I schools.

Notwithstanding, all non-highly qualified instructors that we acquire following the publishing of this School Improvement Plan will be supported through mentorship, administrative support, and the provision of personalized professional development and support.

Professional development activities in all areas of curriculum and instructional support will be made available for all newly acquired non-highly qualified instructors through the district, region, and internal resources. Non-highly qualified instructors and paraprofessionals will enhance their professional growth and lead to certification or proficiency in instructional areas. Professional development opportunities will be administered by Ms. Nidia A. Ashby, Assistant Principal, and facilitated by Ms. Brenda Patricia Lewis our MINT program site coordinator. Luis B. Solano, our Professional Development Liaison, will insure that all professional development course policies, procedures, and practices are adhere to state, district, and region standards.

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:
An analysis of the data from 2008 FCAT mathematics assessment revealed that 45% of our students scored at or above grade level. This represents no increase from the 2006-07 academic year. Forty-three percent of our students made learning gains and 47% of the lowest 25% made learning gains as measured by the 2008 FCAT reading assessment. Subgroups that did not meet AYP targets in the area of reading include Black, Economically Disadvantaged, English Language Learners (ELL), Hispanic, and Students with Disabilities (SWD). As evidenced by 2008 FCAT results, 66% of the lower 25% made learning gains for grades nine and ten. Also, 62% of our students made learning gains. The percent proficient increased from 32% to 33% for grade nine and decreased from 42% to 40 % for grade ten.

*Objective:
(1) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Assessment.

(2) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, Black students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Assessment.

(3) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, Students With Disabilities (SWD) in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Assessment.

(4) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, Economically Disadvantaged students in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Assessment.

(5) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, students with English Language Learners (ELL) in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3
(6) Given instruction based on the Sunshine State Standards and aligned with the Comprehensive Mathematics Plan, students with Hispanic in grades nine and ten will improve their mathematics skills as evidenced by a minimum of 68% percent of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Assessment.

*Strategies:

(1) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Assist struggling students with activities that help them develop their understanding of the language of mathematics. Students must be taught to convert textual statements to mathematical ones (Evidence-lesson plans, student folders, and instructional focus plans and timelines).

(2) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Coordinate pull-out tutoring from electives classes to provide support to “bubble” students and “lowest 25%” students (Evidence-tutorial logs).

(3) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Implement FCIM schoolwide by applying the data collected to assist classroom teachers in providing for differentiated instruction, progress monitoring assessment, and remediation of strands not mastered (Evidence-lesson plans, student folders, and instructional focus plans and timelines).

(4) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Provide students with performance-based activities, technology and strategies to enhance problem solving and critical thinking skills (Evidence-lesson plans, student folders, and instructional focus plans and timelines).

(5) Students with Disabilities subgroup: Schedule (100%) all standard diploma ninth and tenth grade SWD students into team-teaching classes, providing all necessary accommodations and additional support using the co-teaching and consultative models (Evidence-master schedule, IEPs, lesson plans, student folders, and instructional focus plans and timelines).

(6) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Schedule intensive math classes for all students scoring at achievement levels 1 and 2 on the FCAT for additional instruction and support (Evidence-master schedule, IEPs, lesson plans, student folders, and instructional focus plans and timelines).

(7) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize departmental meetings for collaboration, discussion, reflection and examination for teachers who share common students. During these meetings, success of instruction should lead to modification of instruction, identifying needs for professional development, and sharing best practices (Evidence-departmental meeting rosters, agendas, and minutes).

(8) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize manipulatives in mathematics instruction. This strategy is tied to an emphasis on the need for students to use pictures and diagrams when working many problems (Evidence-lesson plans, student folders, and instructional focus plans and timelines).

*Evaluation:

Formative Assessments will be conducted through progress monitoring and will not be limited to teacher made tests, quizzes, classwork, and homework assignments. NMSHS’s formative assessment repertoire will also include and not be limited to the following: (1) conferences, (2) student and teacher observations, (3) question and answer sessions, (4) drafts submitted through the writing process, (5) end of section/unit assessments from the myriad of instructional computer programs we use, (6) Journals, (7) screening exams, (8) diagnostic assessments, (9) classroom walkthroughs, (10) regular, ongoing program assessments, (11) Writing prompts, (12) STAR Math, and (13) Key Math.
2008-2009 Florida School Improveme...

Interim and bi-weekly assessments provided by the district will also be administered and results analyzed to assess student-learning gains in mathematics. Teachers will work collaboratively to address student needs from the assessment results and discuss other factors that may have lead to low student achievement. Data will be collected every nine weeks to determine the percent of students performing below a "C" or below in all math courses as they correlate to the benchmark results. Data from the following sources will also be utilized: (1) GIZMOS, (2) FCAT Explorer, and (3) Edusoft reports will be used to redirect classroom instruction and provide information for extended learning programming purposes. Final evaluation will be based on the 2009 FCAT mathematics assessment data (summative).

Evidence-based Program(s):

Research-based math programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula and differentiated instruction.

(1) GIZMOS, (3) FCAT Explorer, and (4) Concepts by Glencoe.

Professional Development:

The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned with this objective and the needs of Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups:

(August-September) Data Analysis, FCIM Framework, and WICR strategies, (October-November) Differentiated Instruction, and FCAT Explorer (December) Project CRISS (CRearing Independence through Student-owned Strategies, (January) Reciprocal Teaching, (January-February) Data Analysis, and FCIM Framework, (March-April) Project Based Learning, (May-June) Professional Learning Communities and Professional Learning Communities, and (August through June) Comprehensive Mathematics Plan, Varied math related, course specific professional development activities.

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**Final Total: $80,000.00**
2008-2009 Florida School Improvement... 

Non-Highly Qualified Instructors: 

As of the publishing of this School Improvement Plan, all mathematics teachers at NMSHS are highly qualified through the HOUSSE qualifying mechanism provisioned through the U.S. Department of Education. NMSHS does not have a higher percentage of first-year or out-of-field teachers in the area of mathematics than model Title I schools.

Notwithstanding, all non-highly qualified instructors that we acquire following the publishing of this School Improvement Plan will be supported through mentorship, administrative support, and the provision of personalized professional development and support.

Professional development activities in all areas of curriculum and instructional support will be made available for all newly acquired non-highly qualified instructors through the district, region, and internal resources. Non-highly qualified instructors and paraprofessionals will enhance their professional growth and lead to certification or proficiency in instructional areas. Professional development opportunities will be administered by Ms. Nidia A. Ashby, Assistant Principal, and facilitated by Ms. Brenda Patricia Lewis our MINT program site coordinator. Luis B. Solano, our Professional Development Liaison, will insure that all professional development course policies, procedures, and practices are adhere to state, district, and region standards.

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I

Scroll down for school data

Needs Assessment: 

The results of the 2008 FCAT Writing Test indicates 61% of tenth grade students scored 3.5 and above on the essay. Further analysis of the data reveals students have not made the adequately yearly progress on the State’s Writing Assessment. There is a need for additional enhancements in order to raise the FCAT Writing+ scores. Additionally, result form the 2008 FCAT Writing+ reveals a need to provide additional assistance in writing skills in the areas of Focus, Support, Organization, and Conventions. There is a need for enhancement in order to raise the FCAT Writing+ scores.

Objective: 

Students will be given instruction on the Sunshine State Standards that is aligned with the district’s Comprehensive Research Based Reading Plan (CRRP) in order to increase their writing skills as evidenced by 62% students achieving high standards on the 2009 administration of the FCAT Writing+ Assessment.

Strategies:

(1) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Conduct “pull-out” sessions with students in grade 11 who have not previously taken the FCAT Writing+ assessment (students who may be in 11th grade classes, but are 10th grade by credit status) in order to motivate and prepare them for the FCAT Writing+ Test. These “pull out” sessions will be conducted by Language Arts staff and/or by the Reading and will focus on the elements needed for a passing essay: focus, organization, support, and conventions (Evidence-Student Rosters).

(2) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Require students to read and interpret a prompt independently, to organize their thoughts and plan their writing, and to write an elaborated (well-detailed and thorough) response (Evidence-lesson plan, instructional focus plan, timeline, and student work).

(3) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Require two writing samples, one persuasive and one expository, per nine weeks in all ninth and tenth grade students' folders; to include persuasive and expository prompts (one of each) that demonstrate progress toward a score of at least 4.0 using the FCAT Six Point Writing Rubric (Evidence-Lesson Plans/Student Rosters).

(4) Students with Disabilities subgroup: Schedule (100%) all standard diploma
ninth and tenth grade SWD students into team-teaching classes, providing modifications and additional support using the co-teaching and consultative inclusion models (Evidence-master schedule, student schedules, IEPs).

(5) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Schedule tenth grade students in a Creative Writing class to foster their imaginations and enhance their writing skills (Evidence-master schedule, student schedules, IEPs).

(6) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Share examples of student writing from each of the score points, and ask students to give suggestions for improving the essay (Evidence-lesson plan, instructional focus plan, timeline, and student work).

(7) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Teach writing as a process, stressing the revision and editing stages. Multiple revisions of one essay or story may be more helpful than writing several essays or stories without revision (Evidence-lesson plan, instructional focus plan, timeline, and student work).

(8) Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups: Utilize the Writing FCAT Florida rubric to score student writing, and rewrite the rubric in student-friendly language (Evidence-lesson plan, instructional focus plan, timeline, and student work).

**Evaluation:**
Formative Assessments will be conducted through progress monitoring and will not be limited to teacher made tests, quizzes, classwork, and homework assignments. NMSHS’s formative assessment repertoire will also include and not be limited to the following: (1) conferences, (2) student and teacher observations, (3) question and answer sessions, (4) drafts submitted through the writing process, (5) end of section/unit assessments from the myriad of instructional computer programs we use, (6) Journals, (7) screening exams, (8) diagnostic assessments, (9) classroom walkthroughs, (10) regular, ongoing program assessments, (11) Writing prompts, (12) STAR Reading, and (13) Gates MacGinite.

Writing assessments provided by the district will be administered and results will also be analyzed to assess student-learning gains in the area of writing. Teachers will work collaboratively to address student needs from the assessment results and discuss other factors that may have lead to low student achievement. Data will be collected every nine weeks to determine each student’s writing ability as they correlate to the benchmark results. Data from the following sources will also be utilized: (1) District pre-post writing assessments, (2) school-wide monthly writing assessments; and (3) Provided writing prompts (expository and persuasive prompts) as administered through all content-area classes. The final evaluation will be 2009 FCAT Writing+ Assessment.

**Evidence-based Program(s):**
Research-based writing programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula and differentiated instruction.

(1) FCAT Explorer, and (2) Six traits of Writing Program.

**Professional Development:**
The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned with this objective and the needs of Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups:

(August-September) Data Analysis, FCIM Framework, and WICR strategies, (October-November) Differentiated Instruction, and FCAT Explorer (December) Project CRISS (CREating Independence through Student-owned Strategies,
(January) Reciprocal Teaching, (January-February) Data Analysis, and FCIM Framework, (March-April) Project Based Learning, (May-June) Professional Learning Communities and Professional Learning Communities, and (August through June) Comprehensive Research-Based Reading Plan, Six Traits of Writing, Generating Rubrics for Performance Based Learning, and Power Writing.

**Budget:**

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| **Final Total:** | **$15,000.00** |

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**Goal: Science**

*Note: Required for Title I*

Scroll down for school data

*Needs Assessment:*

The results of the 2008 FCAT science test indicate that 22% of our students scored at or above grade level. This represents no increase from the 2006-07 academic year. A detailed analysis of the 2008 FCAT science scores revealed that 620 11th grade students participated; the Mean Scale Score was 274, of which 53% were in Level 1, 29% in Level 2, 15% in Level 3, and 2% in Level 4. The science content cluster further revealed that Physical/Chemical (P/C) had 43% correct, Earth/Space (E/S) had 42% correct, Life/Environment (L/E) 36% correct, Scientific Thinking (ST) 45% correct.

*Objective:*

Given instruction focused on the Sunshine State Standards that is aligned with the K-12 District Science Plan, students in grade eleven will improve their science skills as evidenced by 47% scoring at or above Level 3 on the 2009 administration of the FCAT Science Assessment.

*Strategies:*

(1) Provide direct instruction in strand H, “The Nature of Science”, by employing the use of science fair research projects. All science fair research projects must address the areas of: (1) Earth/Space Science, (2) Biology, (3) Integrated Science, (4) Physics, and (5) Chemistry (Evidence-lesson plans, instructional focus plans, timelines, and individual student work).
(2) Conduct a family science night to provide strategies for parents to use at home, and to support the use of reading and technology to solving real life science problems (Evidence-participant rosters, agenda, and meeting minutes).

(3) Enroll all eleventh grade students in science classes that incorporate science laboratory activities each week (Evidence-master schedule, individual student schedules).

(4) Implement classroom activities and project-based learning activities (which include laboratories, cooperative grouping, and problem-solving strategies) utilizing project-based Vernier probeware (Evidence-hands-on activities logs, and lab reports).

(5) Provide all students with inquiry based hands-on activities that employ the scientific method and further develop students’ science process skills (Evidence-hands-on activities logs, and lab reports).

(6) Provide extended learning opportunities through science tutorials (Evidence-attendance rosters, tutoring logs, and student artifacts).

(7) Provide time for science teachers to disaggregate student data, share “best practices,” and review student performance as related to the FCAT Science Assessment. (Evidence – Meeting Logs)

(8) Utilize inquiry-based thinking skills that emphasize the annually assessed science benchmarks, conduct six “hands-on” laboratory activities every nine weeks in each science course (Evidence-hands-on activities logs, and lab reports).

*Evaluation:

Formative Assessments will be conducted through progress monitoring and will not be limited to teacher made tests, quizzes, classwork, and homework assignments. NMSHS’s formative assessment repertoire will also include and not be limited to the following: (1) conferences, (2) student and teacher observations, (3) question and answer sessions, (4) drafts submitted through the writing process, (5) end of section/unit assessments from the myriad of instructional computer programs we use, (6) Journals, (7) screening exams, (8) diagnostic assessments, (9) classroom walkthroughs, (10) regular, ongoing program assessments, (11) Writing prompts, (12) STAR Reading and Math, (13) Gates MacGinite, (14) Key Math, (15) lab reports, and (16) science labs.

Science assessments provided by the district will be administered and results will also be analyzed to assess student-learning gains in science. Teachers will work collaboratively to address student needs from the assessment results and discuss other factors that may have led to low student achievement. Data will be collected every nine weeks to determine each student’s abilities as they correlate to benchmarked results. Data from the following sources will also be utilized: (1) District pre-post science assessments, (2) school-wide monthly science assessments; (3) Interim and bi-weekly assessments, (4) GIZMO data, (5) performance assessments, (6) teacher made tests, and (7) 2009 FCAT Science Assessment Data.

*Evidence-based Program(s):

Evidenced based science programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula and differentiated instruction.

(1) GIZMOS, (2) FCAT Explorer, (3) Vernier science probes, (4) SEEMA curriculum, (5) Project Lead the Way curriculum, and (6) Integrated Science Curriculum.

*Professional Development:

The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned with this objective and the needs of Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and
Hispanic subgroups:

(August–September) Data Analysis, Scientific Method Training, FCIM Framework, and WICR strategies, (October–November) Differentiated Instruction, Generating Rubrics for Performance Based Learning, Conducting Labs Training, and FCAT Explorer (December) Project CRISS (CREating Independence through Student-owned Strategies, (January) Reciprocal Teaching, GIZMOS, Vernier probeware, (January–February) Data Analysis, and FCIM Framework, (March–April) Project Based Learning, (May–June) Professional Learning Communities and Professional Learning Communities, and (August through June) K-12 District Science Plan, the Comprehensive Research Based Reading Plan, and needs based math/science related, course specific professional development activities.

Ongoing professional development that has been aligned with this objective will be provided by the following curriculum partners: National Atmospheric and Space Agency, Museum of Science, National Academy Foundation, Project Lead the Way, and the Southeastern Consortium for Minorities in Engineering.

Budget:

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| Final Total: $221,000.00               |                          |                      |                 |

*Non-Highly Qualified Instructors:

As of the publishing of this School Improvement Plan, all science teachers at NMSHS are highly qualified through the HOUSSE qualifying mechanism provisioned through the U.S. Department of Education. NMSHS does not have a higher percentage of first-year or out-of-field teachers in the area of Science than model Title I schools.

Notwithstanding, all non-highly qualified instructors that we acquire following the publishing of this School Improvement Plan will be supported through mentorship, administrative support, and the provision of personalized professional development and support.
Professional development activities in all areas of curriculum and instructional support will be made available for all newly acquired non-highly qualified instructors through the district, region, and internal resources. Non-highly qualified instructors and paraprofessionals will enhance their professional growth and lead to certification or proficiency in instructional areas. Professional development opportunities will be administered by Ms. Nidia A. Ashby, Assistant Principal, and facilitated by Ms. Brenda Patricia Lewis our MINT program site coordinator. Luis B. Solano, our Professional Development Liaison, will insure that all professional development course policies, procedures, and practices are adhere to state, district, and region standards.

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Goal: Parental Involvement

*Note: Required for Title I

**Needs Assessment:** Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. There are many problems concerned with parental involvement at NMSHS. Increased parental concern translates into greater student achievement. The more that we involve our parents with our teachers, school curriculum, and administration, the better our parents will feel about our school. The end goal is for our parents to share an increased sense of pride in our school and community. The more our parents learn about the way NMSHS functions, the more our parents will understand the educational process and educational decisions we make as a learning community. Increasing parental involvement will produce a positive spiral of success for our entire learning community.

Like most urban secondary schools, NMSHS faces the challenge of involving parents and community members alike in a meaningful way. Although parents are encouraged to participate in school activities, our parental rate was not what we had wished for during the 2008-2009 academic year. This lack of participation and support may be due to factors beyond parental control such as: (1) socio-economic factors, (2) language issues, (3) cultural norms, (4) transportation issues, and/or (5) familiar arrangements (e.g., single-parent homes, non-parental guardianship, and/or foster care). Additionally, many of our parents are employed in more than one job; thus limiting their ability to tend to their children’s academic and social activities. We understand that lack of participation by parents does not necessarily mean that they are neglecting their responsibilities. They simply may not have the time, resources, or know-how to help out. Notwithstanding, NMSHS continues to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2008-09 school year.

NMSHS’s administrative team and staff work as a collaborative team to develop strong ties to the community and to increase parental involvement. Data from the 2008-09 “Progress on School Improvement Plan” indicate that there is a need to increase parental involvement. The main benefit of parental involvement is the improved achievement of the student. Thus, the level of parental involvement of low performing students in mathematics, reading, science, and writing needs to be a major focus to increase student academic achievement across our school.

Data from the 2006-2007 School Climate Survey reveals no glaring areas of strength and/or weakness directly related to parental involvement. In general terms, respondents (parents in this case) generally “agree” with the direction the school is taking. Specifically, of the 35 areas assessed by the district’s school climate instrument, 63% of the respondents claimed to agree with the general direction the school was taking, 17% were undecided/unknown, 17% disagreed, and only 3% strongly disagreed. Notwithstanding, NMSHS did receive a “C-” grade rating from our parents on said school climate instrument. When compared with the district norm for other senior high schools (B grade) this is a relative area of weakness for NMSHS. NMSHS’s grade rating (C-) is indicative of...
From whatever angle we examine NMSHS’s parental involvement data, there seems to be evidence of parental ambivalence. Parental ambivalence in this case is the byproduct of: (1) the perceived priority of teaching and learning at NMSHS, (2) the relationship between NMSHS’s faculty and staff and our parents, (3) what and whom parents perceive NMSHS includes and excludes from the pursuits of the school, (4) what parents perceive are the virtues of the status quo and of change at NMSHS, (5) the effectiveness of our curriculum, (6) safety and cleanliness, (7) teacher/administrator effectiveness, and (8) the decisions NMSHS’s faculty and staff make that affect the children and community we serve.

**Objective:**
Given the need to establish a link with home and community to support academic achievement, and the way NMSHS is perceived by the community at large, NMSHS will improve its school climate parent rating from a “C-” to a “B” grade rating.

**Strategies:**
(1) Increase academic achievement by providing parents with academic and behavioral strategies through four workshops (one to be hosted on Saturday’s every academic quarter) that will play an integral role in the academic achievement of students (National PTA Standard # I & IV) (Evidence – Parental Logs).

(2) Hold a ninth grade orientation – prior to the opening of school, for parents and students to tour the school, obtain information about the high school, meet team teachers, counselors and administrators (National PTA Standard # I & IV) (Evidence – Parental Logs).

(3) Hold one grade level night meeting for each grade, specialized academic programs, and academy meetings for parents and students to obtain information about the school and or specialized programs, meet team teachers, counselors and administrators (National PTA Standard # I & IV) (Evidence – Parental Logs).

(4) Host monthly EESAC meetings on Saturdays (10 meetings in total) to provide increased parental representation and support (National PTA Standard # I & IV) (Evidence – Parental Logs).

(5) Increase communication of schoolwide events in three languages through the use of Connect-ED system (National PTA Standard # I & IV) (Evidence – Parental Logs).

(6) Increase stakeholder accountability and parental support by conducting the following: (1) Provide each parent with a copy of our Schoolwide Parental Compact, and secure a signed Schoolwide Parental Compact Acknowledgement Form from each household, and (2) Secure a signed contract from each student. (Evidence – Written acknowledgement by parents displaying receipt/understanding of our Schoolwide Parental Compact, and signed parental contracts).

(7) Offer parents a variety of workshops on topics including: (1) Student and adult literacy, (2) FCAT assessments, (3) FLDOE accountability System, (3) No Child Left Behind, (4) Family nights, (5) Special programs, (6) Transition planning, (7) College camp, (8) Effective parent/teacher communications, (9) Career preparation skills, and (10) Senior night for parents and students to obtain graduation requirement information, FCAT retake information, and post secondary options. This diversity in programming will allow for additional parental attendance at sponsored events (National PTA Standard # V) (Evidence – Parental Logs).

(8) Provide an onsite parent resource information area with pertinent resources for parents and community members, thus creating a greater partnership between all stakeholders (National PTA Standard # I & IV) (Evidence – Parental Logs).

**Evaluation:**
(1) Data from the Year-End Progress on School Improvement Plan Objectives for 2008-2009, (2) School Climate Survey 2007-08 and 2008-09.

**Evidence-based Program(s):**
(1) National PTSA Standards for parental Involvement.
Professional Development: The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned with this objective: (August-June—ongoing) Sensitivity and safe school training for faculty/staff, Parent academy course facilitator training, Robert’s Rules of Order—Parliamentary procedure, National, state, local PTSA trainings, and FCAT chat training).

Budget:

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<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
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Goal: Return on Investment

Needs Assessment: The Return on Investment (ROI) index relates financial resources expended at the school-level with measures of student performance at NMSHS. The percentile ranking generated from the ROI index allows NMSHS to evaluate the efficiency and effectiveness of the school as compared to other schools within our district. The most recent ROI data (2006-07 academic year) from the FLDOE indicates the following:

- Return on Investment: Medium
- Learning Gains: Low
- Program Costs: Medium
- Return on Investment - Percentile Rank: 26
- Return on Investment - Percent of The Highest ROI Value: 53%
Total Program Cost per WFTE: $5,708

(% of Students with Learning Gains in Math and Reading X % Tested) / (Total Program Costs Per WFTE / DCD) = (63 + 41) X 0.98 / ($708.00 / 1.0117) = 1.8065

Objective:
NMSHS will improve its ranking on the State of Florida ROI index from the 26th percentile in 2006-07 to the 30th percentile on the next publication of the index. This ranking will be used to compare NMSHS’s relative position to other schools of the same type and to evaluate efficiency and effectiveness of the school over time.

Strategies:
(1) Become more informed about the use of financial resources in relation to school programs (Evidence-anecdotal reports, training logs, state, district, and region reports).

(2) Continue to identify the lowest 25% students in reading and mathematics early and provide extended learning opportunities (Evidence-master schedule, individual student schedules, state, district, and region reports).

(3) Continue to provide high quality teacher professional development and monitor the process (Evidence-Professional development calendar, participant logs, schedule, and professional development records).

(4) Develop and deploy plan to decrease energy, water, and natural gas consumption (Evidence-Inventory sheets, utilization plan, logs, and anecdotal records).

(5) Inventory all textbooks, consumable materials, paper goods, custodial supplies, equipment & plant assets, technology, furniture, and building supplies and devise sound strategy for their utilization, maintenance, and recovery (Evidence-Inventory sheets, utilization plan, logs, and anecdotal records).

(6) NMSHS will employ the following strategies to lower the cost per weighted full-time equivalent student: (1) Reallocate school resources to better implement teaching, learning and class-size mandates, (2) Purchase research-based materials and utilize the district warehouse for materials/supplies only when all other means are exhausted, (3) Use purchased evidence based programs effectively and increase student participation, (4) Increase participation in programs provided by the Department of Education such as FCAT Explorer and Florida Achieves, (5) Partner with organizations and institutions that will provide in-kind services at no cost, (6) Utilize school and district in-service training resources, (7) Maintain accountability of 100% of all inventoriable items, (8) decrease the amount of consumable materials waste and spoilage, (9) decrease the amount of consumable textbook loss, waste and spoilage, (10) decrease the amount of consumables materials used for teaching and learning, (11) decrease the amount of consumables used for operational purposes, (12) decrease the amount of consumable paper goods and cleaning supplies used across the building, and (13) decrease plant, building, maintenance, and utility costs across the building (Evidence-instructional focus plans & timelines, packing lists, purchase order requests, anecdotal reports, training logs, state, district, and region reports).

(7) NMSHS will improve annual learning gains that affect the state’s ROI calculation by: (1) using student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff, (2) identify lowest quartile students early and provide additional assistance, (3) provide strategies to parents for their student’s academic improvement, (4) continue to provide high quality teacher professional development and monitor its implementation (Evidence-anecdotal reports, training logs, state, district, and region reports).

(8) Provide strategies for parents to assist their children with academic achievement (Evidence-master schedule, individual student schedules, state, district, and region reports).

Evaluation:
The most recent data from national, state, district, region, and school based sources that adequately describe growth patterns in all of the forenamed areas. As well as the reapplication of the ROI formula in August of 2008 to assess growth in targeted areas.
ADDITIONAL GOALS

Additional Goal: Graduation

Needs Assessment: The drop-out rate for all students at NMSHS is .2 higher than the State of Florida’s average drop-out rate of 3.3%. According to our 2007-08 AYP report, five of our nine subgroups increased their graduation rates by at least 1%, while one subgroup (Students with Disabilities—SWD) decreased their graduation rate by 10%. Our subgroup graduation rate increases are as follows: (1) Total Group: 12% increase, (2) Black: 13% increase, (3) Hispanic: 15% increase, (4) Economically Disadvantaged: 15% increase, and (5) English Language Learners: 18% increase. 2007-08 COGNOS reports revealed that of the 576 diplomas issued by NMSHS, 78% of them were Regular Diplomas, 4% were Special Diplomas, and the remaining 18.23% were Certificates of Completion. Our Certificate of Completion issuance rate is 8.92% higher than the mean district rate of 9.31%.

Objective: NMSHS will improve its diploma graduation rates across all subgroups while decreasing their dropout rates by at least 1%.

Strategies:
1. Create and implement an integrated student support services program operating through the servicing framework of the Attendance Review Committee (ARC) that addresses the need for all students to graduate from high school (Evidence—Student Service Logs and Advising Plans).
2. Develop course recovery plans for all students at-risk of not graduating (Evidence—Master schedule, individual student schedules, and student advising plans).
3. Create and implement a highly personalized counseling program that addresses the promotion and retention needs of all students at-risk of not graduating (Evidence—Student Service Logs and Advising Plans).
4. Expand the school counseling program to include enhanced student service programs that focus on academic counseling for all students at-risk of not graduating (Evidence—Student Service Logs and Advising Plans).
5. Implement, monitor, and expand academic programs for rigorous education programs that meet the unique needs of all learners (Evidence—Master schedule and individual student schedules).
6. Provide professional development to instructional staff on interpreting and analyzing high school transcripts, credit analyses, and informational documents related to high school graduation (Evidence—Professional Development Calendar and participant logs).
7. Require academic advising plans for all students at-risk of not graduating students (Evidence—Student Service Logs and Advising Plans).
8. Review quarterly grades of all students to determine the need for individualized academic and social service plans (Evidence—Student Service Logs).

Evaluation:
1. Data from the Year-End Progress on School Improvement Plan Objectives for 2008-2009, (2) FLDOE 2008-09 AYP Reports, and (3) Annual School Accountability Reports.

Evidence-based Program(s):
Professional Development:

The professional development plan for NMSHS will be geared to the needs of the faculty. The professional development workshops will be unique to the school and will be provided by planning periods (on-site), after-school, on Saturdays, on early release days, teacher planning days, and on professional development days.
on an ongoing basis throughout the school year to discuss classroom observations, classroom implementation, data results, and best practices. Following is a listing of all of the professional development activities that are aligned with this objective and the needs of Black, Students with Disabilities, Economically Disadvantaged, English Language Learners (ELL), and Hispanic subgroups:


**Budget:**

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Final Total: $16,000.00

**FINAL BUDGET**

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http://www.flsbi.org/0809_sip_templ...
### Technology

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**Total: $164,500.00**

### Professional Development

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**Total: $35,000.00**

**Final Total: $446,500.00**

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**SCHOOL ADVISORY COUNCIL**

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. 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.

☑ Yes. Agree with the above statement.
SAC Involvement

As stipulated in Section 229.58, Florida Statutes, Florida’s system for school improvement and education accountability, NMSHS has established an EESAC. The EESAC at NMSHS is an integral part of the growth and professional collaboration among all stakeholders to help create a learning environment that supports the school’s vision and mission. The EESAC assists in the preparation and evaluation of the School Improvement Plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress.

The EESAC will focus on the following activities during the ten scheduled meetings it will hold during the 2008-2009 academic year: monthly meetings to discuss budget, staff development, instructional materials and curriculum, technology, staffing issues, student and support services, school safety and discipline, parental involvement and other matters related to resource allocation.

In an effort to meet statutory requirements related to EESACs across the state of Florida (Section 229.58(1)(a), Florida Statutes), our principal, Carnell A. White, will work cooperatively with the EESAC chair, parents, teachers, citizens groups, business groups and students to assure that NMSHS’s EESAC complies to all statutory requirements.

SAC Members

Members

1) Carnell A. White, Principal
2) Lauren Zelniker, SAC Chair
3) Joey Francois, Student
4) Maurice Soriano, Teacher
5) Robert J. Baglos, Teacher
6) Earlene Gilmore-Solomon, Teacher
7) Lashaune Godwin, Teacher
8) Marie Bien-Aime, Parent
9) Stephanie Roux, Parent
10) Martha Porro, Parent
11) Faye Bridges, Parent
12) Susie Easterling, School Support Personnel
13) Thelma Ferguson, School Support Personnel
14) Joan Lewis, Union Steward

IMPLEMENTATION EVALUATION

NMSHS’s 2008-09 School Improvement Plan will be monitored by the EESAC on a continuous basis. This...
NMSHS's 2008-09 School Improvement Plan will be monitored by the EESAC on a continuous basis. This plan will be revised, at minimum, on a quarterly basis. The improvement efforts of NMSHS will be reported to all concerned parties, and the NMSHS learning community at large throughout the 2008-09 academic year as needed through the EESAC committee. Formal mid-year and end-of-the-year reviews will also be conducted with the assistance of the North Central Regional Center staff. Changes will be made, as warranted.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

### FCAT Assessed Grade Level: 3

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Name of Assessment Used

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Name of Assessment Used

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Name of Assessment Used

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http://www.flbsi.org/0809_sip_temp...
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Baseline data aggregated at school level

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End of Baseline Data Report

AYP DATA

http://www.flbsi.org/0809_sip_templ...
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c).

### Group 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

<table>
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<tr>
<th>Group</th>
<th>Reading Tested</th>
<th>Math Tested</th>
<th>58% scoring at or above grade level in Reading</th>
<th>62% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math</th>
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This section shows the percent tested and performance for each group used to determine AYP (Parts a and c).

### Group 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2

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<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
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### 2005-2006 Adequate Yearly Progress (AYP) Report - Page 2

**Dade NORTH MIAMI SENIOR HIGH SCHOOL 7591**

**Did the School make Adequate Yearly Progress?** NO

**This section shows the improvement for each group used to determine AYP via safe harbor (Part b2).**

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<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
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</tr>
<tr>
<td>Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>39%</td>
<td>62%</td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>47% (NO)</td>
<td>66% (YES)</td>
</tr>
<tr>
<td>Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dade School District NORTH MIAMI SENIOR HIGH SCHOOL 2007-2008**

**School Grade Data**

**Reading** | **Math** | **Science** | **Grade Points Earned**
---|---|---|---
20% | 45% | 74% | 22% | 161

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

**% of Students Making Learning Gains:**

- 39%
- 62%

**Adequate Progress of Lowest 25% in the School?**

- 47% (NO)
- 66% (YES)

**% of 11th and 12th graders meeting the graduation requirement on the FCAT retake:**

- 28%
- 43%

**Points Earned:**

- 375

**Percent Tested = 97%**

**School Grade:** F

Grade based on total points, adequate progress, and % of students tested.

http://www.flsbi.org/0809_sip_templ... 51/52
### Dade School District
**NORTH MIAMI SENIOR HIGH SCHOOL**
**2006-2007**

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>43%</td>
<td>76%</td>
<td>18%</td>
<td>157</td>
</tr>
</tbody>
</table>

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

<table>
<thead>
<tr>
<th>% of Students Making Learning Gains</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41%</td>
<td>63%</td>
<td>104</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>53% (YES)</td>
<td>66% (YES)</td>
<td></td>
<td>119</td>
</tr>
</tbody>
</table>

Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.

<table>
<thead>
<tr>
<th>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>380</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percent Tested = 98%</th>
<th>98%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Grade</th>
<th>F</th>
</tr>
</thead>
</table>

**Grade based on total points, adequate progress, and % of students tested**

---

### Dade School District
**NORTH MIAMI SENIOR HIGH SCHOOL**
**2005-2006**

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>46%</td>
<td>71%</td>
<td>137</td>
<td>137</td>
</tr>
</tbody>
</table>

**Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<table>
<thead>
<tr>
<th>% of Students Making Learning Gains</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>67%</td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>53% (YES)</td>
<td>53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>301</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percent Tested = 98%</th>
<th>98%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Grade</th>
<th>D</th>
</tr>
</thead>
</table>

**Grade based on total points, adequate progress, and % of students tested**