

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORTH MIAMI BEACH SENIOR HIGH

District Name: Dade

Principal: Raymond L. Fontana

SAC Chair: Patti Stauffer

Superintendent: Alberto M. Carvahlo

Date of School Board Approval: Pending

Last Modified on: 09-08-2009

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VISION and MISSION STATEMENTS

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

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

North Miami Beach Senior High School is a Title I School. It opened in 1971, is located on 17.85 acres at 1247 N.E. 167th Street, North Miami Beach, FL 33162. The school has one main building main building includes a total of eight computer labs, a media center, closed-circuit television system, and a state-of-the-art security system. In addition, three mobile computer labs, equipped with wireless Internet access laptops are available for checkout in core areas. A separate building with 24 classrooms and 17 portable classrooms. Multiple open classrooms have been enclosed to improve the learning environment. The gymnasium has been refurbished. Two tennis courts have been installed and a two story classroom building has been added. A new electronic marquee has been installed in the front of the school. The number of students on free and reduced lunch is 2071.

The entire main building has been retrofitted to provide Internet access to all of the classrooms and all of the portable buildings. Several sites throughout the building have been fitted with wireless Internet access.

Unique School Strengths for Next Year

One of the advantages North Miami Beach Sr. has is that we are in the third year of Secondary School Reform. The benefit of the Secondary School Reform is it allows our students to be scheduled into intensive reading, mathematics, and science classes, while still leaving room in the schedule for academies, HOUSES and electives.

North Miami Beach Senior High School is a full-service high school serving a culturally and ethnically diverse population. Along with the Biomedical Environmental Advancement Magnet (BEAM), our school provides four HOUSES. Encompassing a wide variety of students interests, the HOUSES include:

- o Business Technology;
- o Science and Health Related Profession;
- o Fine, Performing and Mass Media Arts; and
- o Education and Public Service

Within these HOUSES we have the academies of Information Technology, Finance, Health and Related Professions, Marine Science, Visual Arts, Mass Media, and Performing Arts, Education, Ninth Grade House and Public Service and Security.

An additional strength for North Miami Beach Senior High School has been our attendance rate. North Miami Beach Senior High School has been instrumental in increasing attendance. During the 2007-2008 school year, the school had an attendance rate

of 97.5%. This year, the administrative team increased their efforts to project an additional 1% attendance rate increase for the 2009-2010 academic year.

Unique School Weaknesses for Next Year

Due to Budgetary constraints North Miami Beach Senior High School will lose positions in language arts, which enabled teachers to have lower classroom counts in order to provide an optimal teaching environment. In addition the school lost one of its assistant principals to budget cuts.

The school lost enrollment due to the opening of Alonso & Tracy Mourning Biscayne Campus Senior High School.

Additional budget cuts have jeopardized the school's ability to have key personnel that were instrumental in assisting with additional assistance with remediation for students that have not achieved mastery or learning gains in benchmark assessments.

Student Demographics

North Miami Beach Senior serves students in grades 9-12 in a multi-cultural urban community, which is composed of a lower to middle socio-economic population.

The school serves a student body of 2,487 students, 69.2% of whom are Black, 22.6% are Hispanic, 3.6% are White, 3.1% are Asian, and 1.44% of the population is Indian and Multi-racial. Students with disabilities make up approximately 9.8% of the student body, and approximately 50% of the students have been identified as English Language Learners (ELL) (Levels I-V), with 8.08% still receiving ESOL/ELL classes (Levels I-IV). We have a current enrollment of 367 students in the Gifted program, approximately (14.7%) of the student body.

Population by grade level is 559 9th graders, 565 10th graders, 694 11th graders and 668 12th graders.

Student Attendance Rates

North Miami Beach has shown a steady increase in attendance rate. In 2006-2007 North Miami Beach had a 92.81% attendance rate, in 2007-2008 the attendance rate was 95.65%, and in 2008-2009 the attendance rate was 96.0% showing a 3.19% rate increase in the past three years.

Student Mobility

In 2008-2009, 16% of the students transferred to North Miami Beach Senior High School new to the Miami-Dade Public school system. 5% of the students transferred into North Miami Beach Senior High School within the Miami-Dade Public School System. 6% of the students transferred to North Miami Beach Senior High School that were outside of the Miami-Dade County Public school system, and less than 1% transferred to North Miami Beach Senior High School that were from a non-public school system. 17% of students transferred into North Miami Beach Senior High School.

In 2008-2009, 5% of the students transferred out of North Miami Beach Senior High School with in the Miami-Dade Public school system. One hundred and fifteen 4% of the transferred out of North Miami Beach Senior High School outside of the Miami-Dade County Public school system. Less than 1% of the students transferred out side of the public schools system, and 3% of the students transferred to other locations. Total mobility rate for the 2008-2009 year was 23%.

Student Suspension Rates

In 2007-2008, 23% of the students were placed on indoor suspension and 11% of the students were placed on outdoor suspension. Only one (1) student was referred to alternative education.

In 2006-2007, 22% of the students were placed on indoor suspension and 9% of the students were placed on outdoor suspension. Only three (3) students were referred to alternative education.

In 2005-2006, 36 % of the students were placed on indoor suspension and 14% of the students were placed on outdoor suspension. Seven students (7) student were referred to alternative education.

Student Retention Rates

Prior to June 2008 the membership at North Miami Beach Senior High School was two thousand six hundred and eighty (2680) students. 3.1% of the students were not promoted. According to the data North Miami Beach has shown an increase of 4% in promotion rate since 2005-2006 school year. North Miami Beach has provided through Secondary School Reform an eighth period day to provide students with credit recovery, as well as Adult education courses. This year North Miami Beach Senior High School worked cohesively with Miami Beach Adult Education to provide PLATO an online program providing students with specific course recovery.

Class Size

The class size for core classes for 2008-2009 was 23.26%. The general teacher to student ratio was 1 teacher to 23.5 students in the general education classrooms. The average class size in inclusion was 1 teacher for every 17.5 students.

The teacher to student ratio in English by grade level:

- Ninth grade 24.1
- Tenth Grade 23.3
- Eleventh Grade 22.2
- Twelfth Grade 21.5

• The teacher to student ratio in mathematics overall was 1 teacher to 25.3 students

• The teacher to student ratio in science overall was 1 teacher to 24.2 students

- The teacher to student ratio in social studies overall 1 teacher 25.3 students
- The teacher to student ration in the elective courses overall 1 teacher to 29.5 students

The teacher to student ratio in SWD education class rooms is Varying exceptionalities 1 teacher to 16 students; 1 teacher to 10 students; Emotional Behavioral Disorders: 1 teacher to 12 students (including one paraprofessional and two one-on-one paraprofessionals); Intellectual Disabilities: 1 teacher to 6 students; Autism Spectrum Disorders.

Academic Performance of Feeder Pattern

In 2008-2009 North Miami Beach Senior High School feeder pattern schools performed as follows:

- Fulford Elementary School:
 - o FCAT Score A Did not meet AYP DA Status: PREVENT I SINI: 1
- Greynolds Park Elementary School
 - o FCAT Score A Did not meet AYP DA Status: Unclassified SINI: 0
- Gertrude K. Edelman/Sabal Palm Elementary School
 - o FCAT Score A Did not meet AYP DA Status: PREVENT I SINI: 1
- John F. Kennedy Middle School
 - o FCAT Score A Did not meet AYP DA Status: CORRECT II SINI: 6
- North Miami Beach Senior High School
 - o FCAT Score D Did not meet AYP DA Status: CORRECT II SINI: 6

Partnerships and Grants

For the 2009-2010 school year we received grants for:

- o John T. Macdonald University of Miami Health Clinic;
- o Provides full service clinic to students(K-12 Feeder Pattern), staff and community free of charge
- o GEMS program (at-risk girls) The Women's Fund and HSBC Bank
- o Provides guest speakers throughout the year, scholarship for graduating students, and fieldtrips.
- o Buddy Reading grant from Service Learning
- o Provides student mentorship for student at Sabal Palm Elementary and Grenold's Park Elementary
- o Key Club grant from the Kiwanis,
- o One Community, One Goal grant for our academies,
- o Federal Small Learning Communities grant in July.
- o Citigroup Grant for Finance Academy expenditures
- o State Farm was awarded to develop marketing an ad campaign against drunk driving.
- o Academy of Finance Executive Board helps with both internships and scholarships for students.
- o Mini-Grant for the Alliance for a Healthier Generation's Healthy School Program.

North Miami Beach Senior High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					Principal of North Miami Beach Senior High School in 2008-2009: Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math.

Principal	Raymond L. Fontana	B.A., Social Studies, Slippery Rock University M.A., Administrative Supervision, Florida International University Ed. S., Administrative Supervision, Florida Atlantic University	12	35	2007-2008: Grade: C, Reading Mastery: 34%, Math mastery: 65%, Science Mastery: 30%. AYP: 69%, Only White, Asian and Indian subgroups made AYP in reading and math. 2006-2007: Grade: D, Reading Mastery 30%, Math Mastery 58%, Science Mastery 23%. AYP 54%, Only Asian and Indian subgroups made AYP in reading and math. 2005-2006: Grade: C, Reading Mastery: 31%, Math mastery: 58%, AYP: 72%, Only White, Asian and Indian subgroups made AYP in reading and math. 2004-2005: Grade: C, Reading Mastery: 25%, Math mastery: 53%, AYP: 63%.
Assis Principal	Randy Milliken	B.A., Social Studies, St Thomas University M.S., Social Science, Nova Southeastern University Cert., Educational Leadership, Florida Atlantic University	22	12	2008-2009: Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math 2007-2008: Grade: C, Reading Mastery: 34%, Math mastery: 65%, Science Mastery: 30%. AYP: 69%, Only White, Asian and Indian subgroups made AYP in reading and math. 2006-2007: Grade: D, Reading Mastery 30%, Math Mastery 58%, Science Mastery 23%. AYP 54%, Only Asian and Indian subgroups made AYP in reading and math. 2005-2006: Grade: C, Reading Mastery: 31%, Math mastery: 58%, AYP: 72%, Only White, Asian and Indian subgroups made AYP in reading and math. 2004-2005: Grade: C, Reading Mastery: 25%, Math mastery: 53%, AYP: 63%.
Assis Principal	Dr. Charlene Ollicker	Ed.D., Curriculum and Instruction, Florida International University o Certification Program in Educational Leadership, Barry University o Ed.S., Computer Science Education, Barry University o M.S., Speech Pathology, Teachers College, Columbia University o B.A., Communication Disorders, Queens College	4	15	2008-2009: Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math 2007-2008: Grade: C, Reading Mastery: 34%, Math mastery: 65%, Science Mastery: 30%. AYP: 69%, Only White, Asian and Indian subgroups made AYP in reading and math. 2006-2007: Grade: D, Reading Mastery 30%, Math Mastery 58%, Science Mastery 23%. AYP 54%, Only Asian and Indian subgroups made AYP in reading and math. 2005-2006: Grade: C, Reading Mastery: 31%, Math mastery: 58%, AYP: 72%, Only White, Asian and Indian subgroups made AYP in reading and math. 2004-2005: Assistant Principal Miami Norland Senior High School Grade: D, Reading Mastery: 13%, Math mastery: 36%, AYP: 60%.
Assis Principal	Billy Ridore	B.S., Criminal Justice Florida International University M.S., Counselor in Education, Florida International University Ed.S, Counselor in Education, Barry University Cert., Educational Leadership, Barry University	2	3	2008-2009: Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math 2007-2008: Grade: C, Reading Mastery: 34%, Math mastery: 65%, Science Mastery: 30%. AYP: 69%, Only White, Asian and Indian subgroups made AYP in reading and math. 2006-2007: Grade: D, Reading Mastery 30%, Math Mastery 58%, Science Mastery 23%. AYP 54%, Only Asian and Indian subgroups made AYP in reading and math. 2005-2006: Assistant Principal Coral Park Senior High School Grade: C, Reading Mastery: 40%, Math mastery: 71%, AYP: 79%, Only White, Black, Asian and Indian subgroups made AYP in reading and math. 2004-2005: DASH Department Head of Student Services

Grade: A, Reading Mastery:
80%, Math mastery: 95%,
AYP: 100%.
AYP: NA

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Linda Cohen	Reading	1	5	<p>2008-2009: Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math</p> <p>2007-2008 Jose De Diego Middle School Grade: D, Reading Mastery: 31%, Math mastery: 35%, Science Mastery: 13%. AYP: 67%, White, Indians, & Asians met AYP</p> <p>2006-2007 Jose De Diego Middle School Grade: D, Reading Mastery: 30%, Math mastery: 34%, Science Mastery: 10%. AYP: 67%, White, Indians, & Asians met AYP</p> <p>2005-2006 Jose De Diego Middle School Grade: C, Reading Mastery: 31%, Math mastery: 31%, Science Mastery: NA AYP: 72%, White, Indians, & Asians met AYP</p> <p>2004-2005 Jose De Diego Middle School Grade: D, Reading Mastery: 23%, Math mastery: 29%, Science Mastery: NA AYP: 57%</p>
Reading	Elda Williams	Reading	2	2	<p>2008-2009: North Miami Beach Senior Grade: D, Reading Mastery: 32%, Math mastery: 63%, Science Mastery: 20%. AYP: 72%, Hispanics did meet AYP in math</p> <p>2007-2008 Miami Edison Senior High Grade: F, Reading Mastery: 14%, Math mastery: 41%, Science Mastery: 10%. AYP: 77%, SWD, Indian, Asian, Hispanics, & White met AYP</p> <p>2006-2007 Linda Lentin K-8 Center Grade: C, Reading Mastery: 59%, Math mastery: 55%, Science Mastery: 18%. AYP: 95%, SWD, F/R Lunch, Indians, Asians, Hispanics, Black & Whites met AYP</p> <p>2005-2006 Linda Lentin K-8 Center Grade: B, Reading Mastery: 64%, Math mastery: 54%, Science Mastery: NA AYP: 90%, SWD, Indians, Asians, Hispanics, & Whites met AYP</p> <p>2004-2005 Linda Lentin K-8 Center Grade: B, Reading Mastery: 61%, Math mastery: 57%, Science Mastery: NA AYP: NA</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular Classroom visitation	Administration	On-going	
2. Mentoring new teachers by veteran teachers	Assistant Principal	On-going	
3. Guidance from department head	Department Head	On-going	
4. Recruitment from colleges and Universities	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jose Obregon	Temporary Educator's	Physics	Mr. Obregon has a degree in Physics and is completing Teacher certification
Mathew Toppin	Temporary	Algebra	Mr. Toppin is being mentored by the mathematics department chair he has one more year to complete his certification.
Sean Tao	District Issued	Career & Technology	District issued certification of Cabinetry and woodworking
German Dulanto	Social Science 6-12	Business Vocational	Mr. Dulanto is working on his certification for business vocational this summer.
Ray Parris	Art K-12	Commercial Art	Mr. Parris has a temporary certificate in Vocational education he will complete the requirements by this summer
Saralinda Nelson	English 6-12	Reading	Ms. Nelson has been given an out of field waiver for teaching reading. She is currently completing the courses required for reading certification

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
157	6.37	28.03	30.57	35.03	46.5	95.15	7.01	0	28

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michael Nesmith	Ryan Hare	Mr. Nesmith students have shown an above average performance levels in Math FCAT and student achievement.	Mr. Nesmith and Mr. Hare meet monthly in a professional learning community to discuss evidence-based strategies for each domain.
Rene McCleod	Mathew Toppin	Ms. McCleod has worked with the advanced placement students and has shown an above average performance levels in Math FCAT and student achievement.	Ms. McCleod and Mr. Toppin meet monthly in a professional learning community to discuss evidence-based strategies for each domain.
Meredith Ellison	Sara Nelson	Ms. Ellison's students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	Ms. Ellison & Mrs. Nelson meet monthly in a professional learning community to discuss evidence-based strategies for each domain. Ms. Ellison models for Mrs. Nelson.

Ronald Shycko	German Dulanto	Mr. Shycko is a veteran teacher in the business vocational program and has been very successful placing students in the workforce.	Mr. Shycko and Mr. Dulanto meet weekly during common planning to discuss strategies for student placement
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved RtI model for elementary schools.

Title I, Part C- Migrant

Title I, Part D

North Miami Beach Senior High School receives assistance from a community program called MPACT. The MPACT program targets gang reduction within the community. MPACT personnel identify gang members and have created a curriculum for the school that provides identified gang members with skills in the construction field.

Title II

The District uses supplemental funds for improving basic education as follows:

- o training to certify qualified mentors for the New Teacher (MINT) Program
- o training for add-on endorsement programs, such as Reading, Gifted, ESOL
- o training and substitute release time for Professional Development Liaisons (PDL) at each school
- o focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson
- o Study Group implementation and protocols

Title III

North Miami Beach Senior High School uses Title III supplements to enhance the English Language Learners (ELL) by utilizing the funds and provide:

- o Tutorial programs
- o Professional development on best practices of ESOL and content area teachers
- o ELL student participation in the citizenship mentoring/acculturation program provided by the Close Up program for New American Program
- o Supplementary instructional materials
- o Hardware/software for the development of language and literacy skills in reading, mathematics and science

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide tutoring for Level 1&2 students after school to targeted needed benchmarks. Also the school will use SAI funding to provide Saturday FCAT Academy for those students Level 1 & 2 to provide additional reinforcement of FCAT benchmarks in mathematics, reading and science

Violence Prevention Programs

The MPACT addresses violence and drug prevention and intervention services for students through curriculum implemented by TRUST Specialists.

- o Training and technical assistance for TRUST Specialists is also a component of this program.
- o Targets students with in the community that meet the criteria of the IMPACT program
- o MPACT provides curriculum assistance through one of the Materials and Processing Technology courses which provides students with skills in construction

Nutrition Programs

- o The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- o Nutrition education, as per state statute, is taught through physical education.
- o The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the
- o Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

High school completion courses are available to all eligible North Miami Beach Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

In order for students to be prepared for the employment market within the community, North Miami Beach Senior High School offers a number of courses that address employability skills. Diversified Technology classes provide students with the expertise and tactics to be successful in finding a job. North Miami Beach Senior High School also offers a marketing program which enables students to discover marketing strategies in the workplace as well as marketing themselves to potential employers. Each class is combined with an on the job training (OJT) course which enables the students to search for employment within the community.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Page 13 Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal
Assistant Principals
Administrative Assistants
Department Heads
Instructional Coaches (reading, math, writing)
Exceptional Student Education teachers
Student Services Personnel

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team (Charger Council) will focus on:

- Data analysis for teachers and staff
- Data chats by department heads on a bi-monthly basis with teachers
- Regular department meetings to discuss instructional strategies
- Communicate with staff for input and feedback and updating on procedures and progress
- Regular class room visits
- Provide professional development
- Assist with monitoring the needs of the subgroups within the expectations of AYP
- Analyze interim assessments to determine student learning
-

The Charger Council meets monthly to engage in the following actions:

- Review with department heads and coaches instructional decisions
- Review student academic progress with department heads by subject area, grade level and subgroups
- Review academic, attendance and social success with assistant from Student Services

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Charger Council met with the School Advisory Council (SAC) and principal to help develop the SIP. The Charger Council at North Miami Beach Senior High School offers students FCAT tutoring classes after school. North Miami Beach Senior High School provides opportunities for student learning outside the traditional classroom environment. Among these programs are: after-school tutoring in numerous disciplines for both remedial and advanced classes; pull-out tutoring for Limited English Proficient students four times a week, in Science and Mathematics; FCAT reading tutoring two days a week and math tutoring two days a week. Saturday FCAT School runs for six weeks prior to the FCAT exam to improve in reading, mathematics, science, and writing. The National Honor Society schedules additional tutoring during lunch and after school. Mathematics tutoring is also provided after school for students in Advanced Placement and honor courses. This summer the mathematics department will be conducting a summer program targeting incoming 8th graders that need support in basic mathematic concepts to boost enrollment in honors and AP program at North Miami Beach Senior High School.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: School prepared assessments and 2009 FCAT results.
Mid Year Assessments: Interim test results, monthly alternating interim and benchmark assessments. End of year: 2010 FCAT results, continuing benchmark and interim assessments.

Describe the plan to train staff on RtI.

Informal meeting held throughout the summer and during pre planning days prior to school opening. Professional Development days to address student success to be determined at a later date.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:
Reading:
• Ninth Grade:
o Comparisons

- o Main Idea/Purpose
- o Word /Phrases
- Tenth Grade:
- o Main Idea/Purpose
- o Comparison
- o Reference/Research

Mathematics

- Ninth Grade:
- o Measurement
- o Geometry
- o Algebraic thinking
- o Data analysis
- Tenth Grade: Number sense
- o Measurement
- o Algebraic thinking
- o Data analysis

Science:

- Earth/Space
- Life/ Environmental

Weaknesses:

Reading:

- Ninth Grade: Reference and Research
- Tenth Grade: Words and Phrase

Mathematics

- Ninth Grade: Number Sense
- Tenth Grade: Geometry

Science:

- Physical/Chemical
- Scientific Thinking

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009, with input from the district. They will be monitored and or updated on a monthly basis through The Leadership Team

The 2009 FCAT results were utilized to develop the initial IFCs.

The teachers were included in the development of the IFC's. The Administration, Department Heads, and Coaches, will be responsible for determining that the IFC's are being put into action within the classrooms.

Benchmarks were selected by indicators of students' strengths and weaknesses were based on base line assessments, interim assessments, benchmarks assessments, which were measured by progress on class work assignments, assessments, and data results.

The IFC's are time lines are determined by the nine week grading period. Benchmarks that students did not master are being addressed though Saturday academy, pull-out tutoring, and after school tutoring. Students were provided with ample time to allow practice opportunity, additional instruction and re-assessment.

The Administration will ensure that IFC's are being used by teachers by continue making classroom visitations, evaluating lesson plans, monitor grade book, and encourage School Instruction Review Visits by region, coaches, department heads will communicate to administration teachers in need of assistance

Teachers who are struggling with implementing the IFC will be provided additional support from department head's, coaches, and administration. The coaches will be placed with in classroom to model for teachers and or placed in a co-teaching environment. Professional development session will be provided to assist the identified teachers. Department heads with consensus from administration with assign a mentor to teachers. The administration with create Professional Learning Communities, that will assist all teachers with identified needs and utilize the support of their colleagues during monthly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading:

In 2009 9th graders Reference/Research was the least proficient strand even though the over all score increased by 2% points. This will be given priority focus.

In 2009 10th graders Words & Phrases was the least proficient strand and will be given priority focus.

Writing:

Persuasive Writing in the 3.0 category decreased by 3% points even though the overall score remained at 88%.

In the 3.5 category there was a decrease in persuasive writing even though the combined score showed in increase of 1% point.

In the 4.0 category there was a decrease of 3% points and an overall decrease of 1% point in persuasive writing.

Mathematics:

In 2009 9th Measurement was the least proficient strand even though the overall score increased of %5 points. This will be given priority focus.

2009 10th Geometry was the least proficient strand even though the overall score increased of 5% points. This will be given priority focus.

Science:

Physical Science/Chemistry and Scientific Method were the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Based on 2009 FCAT scores students in the lower 25% were placed in intensive reading and math courses. Through additional data analysis 9th and 10th graders who scored in the FCAT Reading 100-250 points were placed in the Hampton Brown Edge Program. In addition teachers that showed learning f=gains or level increases from last year were given intensive courses to assist the lowest scoring 25%.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The master schedule offers numerous choices for students in applied and integrated courses. These include the traditional vocational areas, legal studies, fine and performing arts, business studies, and the teaching magnet. Off-campus programs are also available for students wishing to pursue a vocational track.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

North Miami Beach has the 9th grade orientation course which focuses on career planning.

For students with disabilities the school provides student with a Self Determination class that empowers students with disabilities and gives them a greater knowledge concerning their specific disabilities and the opportunities available to them within the community.

Small Learning Communities are incorporated for each student in which classes of fine arts, career and technical, business, visual and performing arts, education and health careers are offered.

Every Year A curriculum fair is provided for students to see what courses are being offered in the North Miami Beach curriculum. Once the Curriculum Fair has ended student have the opportunity to meet with teachers and counselors to discuss and plan their course requests for the following year.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teacher's meet monthly through department meetings to discuss administrative goals and objectives. HOUSE teachers meet on a monthly basis to discuss academic concerns with students in the corresponding HOUSE. Academy leaders meet with the Small learning Community Coordinator and administrator on a monthly basis to discuss student academic concerns, future activities and curriculum focus.

9th grade academy teachers met on a monthly basis to determine instructional focus each nine week grading period.

How are instructional focus lessons developed and delivered?

Instruction focus lessons are developed though input from teachers, interim assessment results, and benchmark assessments in corresponding departments. The information is then presented to the administrative team for approval. The department head then delivers the information of the focus lesson to the teachers within the department. Focus Lessons will be taught by all departments as it relates to their subject areas. North Miami beach began using "Do Now's" that are taught at the beginning of class and focus on FCAT benchmarks and created a tool for bring class to a start and focusing students.

How will instructional focus lessons be revised and monitored?

Department head s in department meeting will analyze instruction focus lessons and re-assess students through interim and teacher-made assessments. Depending on the results of assessments teachers will make adjustment to lesson focusing on

benchmarks needs for the students. The administration will meet with their assigned departments during the department meetings to ensure that the goals set forth are being implemented

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

The assessments being used to determine student comprehension based on the IFC's are interim assessments and teacher made assessments that correlate with goals that were provided at the beginning of the year through IPEGS goals.

For assessment purposes two questions from selected benchmarks will be used to assess students.

Interim assessments will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 75%. This is set higher than the traditional school score.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Students that score lower than 60% will be given additional instruction using the pullout tutoring program. A list will be provided to the FCAT Enhancement Team to work with students specifically on questions that were missed. The FCAT Enhancement Team is a group of teachers that focuses on benchmarks that need mastery and determine lessons for each benchmark and provide instruction for the students. The FET also provides instructional strategies for teachers and model lessons within the teacher's classroom. Students who earn 60%-75% will receive additional instruction to review benchmarks that need addressing, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The ongoing assessments and maintenance of benchmark mastery for each grade level and content area are addressed through the focus calendars in department meetings, data chats and Small Learning Community meetings.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet monthly.

The meeting will be facilitated by the Department Chairperson and Small Learning Community Lead Teachers. Department Chairpersons and SLC Lead teachers will provide agendas of information discussed at each meeting. Administrators will attend assigned department meeting to address any concerns, input and or feedback from teach department or SLC .

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and the Charger Council will meet with department head either during monthly meetings, or one-on-one to discuss assessment results and student progress. Department head will then disseminate information discussed at Leadership team Administrative meetings so teachers can determine what areas of benchmarks to address in lesson plans

Instructional coaches will determine from analyzing assessment data the areas in which benchmark mastery is weak. Once they have determined the students that need additional assistance they will provide strategies for teachers, model instruction within the classroom adjust IFC's if needed and provide a list of identified students to the FCAT Enhancement Team to offer additional assistance

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. Reading Plus, Accelerated Reader,) in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Teachers will Utilize best practices and effective strategies (CRISS, Reciprocal Teaching, OAR's, Graphic Organizers, and FCAT Task Cards) to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

In order to maximize professional development activities at the school site, school administrators, reading coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students that continue not to show mastery on benchmark assessments will be pulled out for additional support. A thorough assessment of the students needs will be completed to assure attendance, and behavioral issues are not reasons for lack of mastery.

How will the effectiveness of the interventions be measured throughout the year?

All staff members that provide additional support to students who have not completed mastery of benchmarks will document strategies and activities that have been established with the student. In addition, support staff will relay to core subject teachers the strategies that were affective with the student so the teacher can incorporate them to classroom instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Alternative instructional delivery methods to support those students who have mastery of benchmarks, include, Honors Program, Gifted program, Advanced placement studies, hands on activities and labs, fieldtrips through academy model involved in student's area of interest.
Alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies will include the following: opportunities for student learning outside of the traditional classroom such as pull-outs, and after school and Saturday tutoring and mentoring programs. Classroom instruction will also include cooperative learning, technology based instruction, project based instruction, and the facilitative model.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment activities through their subject selection sheets at the end of each school year by their HOUSE choice. Within The HOUSE in the students selects courses which reflect their major area of interest. The student then has the opportunity to participate in the enrichment activities provides by the academies that are supported in the corresponding HOUSE
Students are also identified though FCAT results and teacher recommendation. If a student is recommended for enrichment activities conferences are held with teachers, counselors, and an administrative team to explain in detail the course expectations.
Parents are provided their child's subject selection sheet to review and sign. Also, parents have access to their child's academic standing through the Parent Portal provided by the district. Those parents that do not have internet access are provided a Parent resource room with in the school and instruction on how to access any information on their child through the phone

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Academy of Information Technology	Kimberly Davenport, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
9th Grade Academy	Amber Block, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's

Academy of Finance	Carlos Sardinas, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Academy of Health & Related Profession	Helen Moss, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Academy of Marine Science	Rachel Gosine, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Academy of Visual Arts	Ray Parris, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Academy of Mass Media	Patricia Miller, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Academy of Education & Public Service	Melanie Mann, Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Biomedical/Environmental Magnet	Barbara Rothstein, Magnet Lead Teacher	Monthly	Every 2nd Tuesday 2:45PM	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
Interdisciplinary Reading Committee	Dr. Charlene Olicker Assistant Principal	Monthly	4th Thursday of Month 2:45	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's
College Summit Team	Randy Milliken	Monthly	During School	Curriculum, Student progression, Teaching Resources, Student performance indicators, Data Analysis, Activities, PDP , PLC Feedback, IFC's

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Not Applicable

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Information taken from 2007 data

Based on analysis from the High School Feedback Report for High School Graduates the following strategies will be implemented to improve student readiness for post secondary transition:

- Increase the number of students graduating with a standard diploma
- Increase 10th grade FCAT scores in reading & math
- Increase enrollment in college prep curriculum
- Increase enrollment in higher level math courses
- Increase the number of students who take the SAT
- Provide SAT/ACT prep courses or tutoring
- Increase eligibility of students who are eligible for Bright future awards
- Increase enrollment in Advanced Placement courses
- Through College Summit curriculum increase enrollment to postsecondary institutions

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Reading Test, 35% points of the students met high standards. This represents an increase of 1% point from 2008.		Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will emphasize instruction that help students build stronger arguments to support their answers. 2. More practice will be provided with methods of development and understanding the term "supporting details" in performance tasks. 3. Teachers will implement the practices of note-taking skills and questioning the author in conjunction with summarization skills.	Principal, Assistant Principals and Reading Coach	1. Lesson plans will be reviewed during administrative walkthroughs and Administrators will monitor assessment data and student grades through interim assessments. 2. Lesson plans will be reviewed during administrative walkthroughs and Administrators will monitor assessment data and student grades through interim assessments. 3. Lesson plans will be reviewed during administrative walkthroughs and Administrators will monitor assessment data and student grades through interim assessments.	1. Interim Assessment Results, Student performance in classroom assessments, and the FCAT 2010 test. 2. Interim Assessment Results, Student performance in classroom assessments, and the FCAT 2010 test. 3. Interim Assessment Results, Student performance in classroom assessments, and the FCAT 2010 test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Reading Test, 27% of Black students achieved proficiency.		Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will practice with students the use of prefixes, suffixes, root words, synonyms, and antonyms.	1. Principal, Assistant Principals and Reading Coach	1. Lesson plans will be reviewed during administrative walkthroughs and Administrators will monitor assessment data and student grades through interim assessments.	1. Interim Assessment Results, Student performance in classroom assessments, and the FCAT 2010 test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Reading Test, 38% of Hispanic students achieved proficiency		Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. The school will implement the new FAIR assessment to assess student progress.	1. Principal and Reading Coach	1. Review FAIR data reports to make sure teachers are using data to align instruction.	1. Review of third FAIR assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Reading Test, 29% of Economically Disadvantage students achieved proficiency		Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data Chats with departments, administration and students following Baseline, FAIR, and Interim Assessments.	1. Principal, Assistant Principals, Department Chairs, Teachers and Reading Coach	1. Administrators will review data chat logs.	1. Interim Assessment Results, Student performance in classroom assessments, and the FCAT 2010 test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Reading Test, 25% of ELL students achieved proficiency		Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	2. Align quarterly focus calendar to needs identified through Baseline Test, FAIR, and Interim Test results.	2. Principal, Assistant Principal, Language Arts Department Chair, Reading Department Chair, and Reading Coach	2. Language Arts and Reading Department Chairs will be required to submit focus calendar before general distribution.	2. Increase in scores on the Interim Assessment Results and the FCAT 2010 test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test	FAIR Assessment	1. Reading Coaches and Reading Teachers	August 2009	1. Principal, Assistant Principals, and Reading Coaches will monitor test proctoring. 2. Principal, Assistant Principals, and Reading Coaches will monitor the use of FAIR reports.	Principal and Assistant Principal
Given instruction using the Sunshine State Standards, 72% of the students, will achieve mastery for reading on the 2010 FCAT Reading Test	Edusoft training	1. District Instructional Personnel 2. Reading Coaches and Test Chair	August – September 2009	1. Principal, Assistant Principals, and Reading Coaches will monitor the use of Edusoft reports.	Principal and Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The Reading Coaches will model lessons, team-teach, and perform pull outs across the curriculum. Various departments will team together with Reading and Language Arts and address student needs across the curriculum. 9th Grade Academy and Physical Education will implement a mandatory reading plus so that all 9th and 10th grade readers will have exposure to the program. Professional Development will focus on educating teachers and students to better understand data derived from assessments and effects upon reading scores.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Reading Plus	District Funds	\$10,000.00
		Total: \$10,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Lab	Microsoft Settlement	\$250,000.00
		Total: \$250,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
1. FAIR and Edusoft training.	District Funds for Sub Days	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday Academy	Title I	\$4,500.00
		Total: \$4,500.00
		Final Total: \$267,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Mathematics Test, 63% of the ninth grade students met high standards. This represents an increase of 6% points from 2008.		Given instruction based on the Sunshine State Standards, 74% of the ninth grade students will meet high standards on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the district's SPI data to review and analyze each student's prior FCAT Mathematics results 2. Administer baseline and interim assessment tests to all ninth and tenth grade mathematics students	1. Principal, Assistant Principal, Department Chairperson 2. Principal, Assistant Principal, Department Chairperson	1. Review of each teacher's possession of SPI data by administration 2. Provide mathematics teachers with the opportunity to review data related to student performance on baseline and interim assessment tests and modify instruction accordingly.	1. Administrative log 2. Edusoft data related to each baseline and interim assessment test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Mathematics Test, 60% of the tenth grade students met high standards. This represents an increase of 4% points from 2008		Given instruction based on the Sunshine State Standards, 74% of the tenth grade students will meet high standards on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Schedule ninth and tenth grade students in need of mathematics remediation into a second mathematics class. Intensive Mathematics classes will spend 50% of their time in	1. Principal, Assistant Principal, Department Chairperson	1. Provide intensive mathematics teachers with the opportunity to review data related to student performance on the Cognitive Tutor software and modify instruction	1. Cognitive Tutor reports; Edusoft data related to each baseline and interim assessment test

	a computer lab utilizing Carnegie Learning's Cognitive Tutor software.		accordingly.	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Mathematics Test, 58% of Black students achieved proficiency.		Given instruction based on the Sunshine State Standards, 74% of Black students will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement the region's 40 Day Countdown to the Mathematics FCAT program in all ninth and tenth grade mathematics classes.	1. Principal, Assistant Principal, Department Chairperson	1. Focused walkthroughs by administration and department chairperson to monitor the daily implementation of the 40 Day Countdown to the Mathematics FCAT Program.	1. Administrative log

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Mathematics Test, 60% of economically disadvantaged students achieved proficiency.		Given instruction based on the Sunshine State Standards, 74% of economically disadvantaged students will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement a Do Now Program for all ninth and tenth grade mathematics students which will review prerequisite skills necessary for success on the FCAT Mathematics Test.	1. Principal, Assistant Principal, Department Chairperson	1. Focused walkthroughs by administration and department chairperson to monitor the daily implementation of the Do Now Program	1. Administrative log

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Mathematics Test, 24% of English language learners achieved proficiency.		Given instruction based on the Sunshine State Standards, 74% of English language learners will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer and heavily promote weekly FCAT Mathematics tutoring to all ninth and tenth grade English language learners; beginning in January 2010, offer and heavily promote FCAT Mathematics instruction on Saturdays to all ninth and tenth grade English language learners.	1. Principal, Assistant Principal, Department Chairperson	1. Focused walkthroughs by administration to monitor the implementation of the tutoring/Saturday School program.	1. Administrative log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 74% of the ninth grade student will meet high standards on the 2010 administration of the FCAT Mathematics Test	Utilization of district's SPI program	Department Chairperson	August 2009	Review of each mathematics teacher's data obtained from SPI by administration	Assistant Principal

Given instruction based on the Sunshine State Standards, 74% of the tenth grade student will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Implementation of Carnegie Learning's Cognitive Tutor Program	Carnegie Learning representative	September 2009	Focused walkthroughs by administration and department chairperson to monitor implementation of the Cognitive Tutor Program	Assistant Principal, Department Chairperson
Given instruction based on the Sunshine State Standards, 74% of Black students will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.	How to retrieve and analyze data from the Edusoft program	Department Chairperson	September 2009	Review of each mathematics teacher's data obtained from the Edusoft program by administration	Assistant Principal
Given instruction based on the Sunshine State Standards, 74% of economically disadvantaged students will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.	Implementation of Mathematics Department Do Now Program	Department Chairperson	August 2009	Focused walkthroughs by administration and department chairperson to monitor implementation of the Do Now Program	Assistant Principal, Department Chairperson
Given instruction based on the Sunshine State Standards, 74% of English language learners will achieve proficiency on the 2010 administration of the FCAT Mathematics Test.	How to retrieve and analyze data from the Edusoft program	Department Chairperson	September 2009	Review of each mathematics teacher's data obtained from the Edusoft program by administration	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
A software license is needed for each student enrolled in Intensive Mathematics	General fund/Title I	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
3 hours per Saturday for approximately 6 Saturdays	General Fund/Title I	\$4,500.00
		Total: \$4,500.00
		Final Total: \$14,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.		Given instruction based on the sunshine state standards 50% of students will score at level three or above on the 2010 FCAT Science Assessment		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Develop professional	1. Principal, Assistant	1. Focused walkthroughs by	Administrative log	

	<p>learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of physical and chemical sciences.</p> <p>2. Provide laboratory activities of physical and chemical systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.</p> <p>3. Utilize hands-on laboratory experiments within the nine weeks grading period.</p>	<p>Principal, Department Chairperson 2. Principal, Assistant Principal, Department Chairperson, Science Coach 3 Principal, Assistant Principal, Department Chairperson, Science Coach. Principal, Assistant Principal, Science Department Chair</p>	<p>administration to monitor the implementation of the tutoring program. 2. Teachers will require students to read, review and summarize an article from an online science magazine twice a week for homework. The homework will be reviewed by the Science Department Chair, Assistant Principal and Principal 3. A lab schedule will be created by Science department chair and science coach</p>	<p>Activity on GIZMO science software Interim science assessments Administrative log Activity on GIZMO science software Interim science assessments Administrative log Activity on GIZMO science software Interim science assessments</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.		Given the use of benchmark and interim assessments to guide lesson plan development 50% of students will score at level three or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of scientific thinking.</p> <p>2. Provide opportunities for Level 1 and 2 students to participate in scientific thinking enrichment activities, after-school tutorials, and science clubs.</p> <p>3. Utilize hands-on laboratory experiments within the nine weeks grading period.</p>	<p>1. Principal, Assistant Principal, Department Chairperson 2. Principal, Assistant Principal, Department Chairperson 3 Principal, Assistant Principal, Department Chairperson, Science Coach. Principal, Assistant Principal, Science Department Chair</p>	<p>1. Focused walkthroughs by administration to monitor the implementation of the tutoring program. 2. Focused walkthroughs by administration to monitor the implementation of the Saturday school program. 3. A lab schedule will be created by Science department chair and science coach</p>	<p>1. Administrative log 2. Administrative log Administrative log Activity on GIZMO science software Interim science assessments</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.		Given the use of benchmark and interim assessments to guide lesson plan development 50% of students will score at level three or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of physical/chemical and scientific thinking.</p> <p>2. Provide opportunities for Level 1 and 2 students to participate in physical/chemical and</p>	<p>1. Principal, Assistant Principal, Department Chairperson 2. Principal, Assistant Principal, Department Chairperson 3 Principal, Assistant Principal, Department Chairperson, Science Coach. Principal, Assistant Principal, Science Department Chair</p>	<p>1. Focused walkthroughs by administration to monitor the implementation of the tutoring program. 2. Focused walkthroughs by administration to monitor the implementation of the Saturday school program. 3. A lab schedule will be created by Science department chair and science coach</p>	<p>1. Administrative log 2. Administrative log Administrative log Activity on GIZMO science software Interim science assessments</p>

scientific thinking enrichment activities, after-school tutorials, and science clubs.			
3. Utilize hands-on laboratory experiments within the nine weeks grading period.			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.	Utilization of district's SPI program	Department Chairperson, Science Coach	August 2009	Review of each science teacher's data obtained from SPI by administration	Principal, Assistant Principal
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.	How to retrieve and analyze data from the Edusoft program	Department Chairperson, Science Coach	Fall 2009	Review of each science teacher's data obtained from the Edusoft program by administration	Principal, Assistant Principal
Based on 2009 FCAT Science data, 22% of students achieved level three and above. This represents a decrease of 8% compared to 2008.	GIZMOS	Department Chairperson, Science Coach	Fall of 2009	Review with teachers in data chats the use of GIZMO lab time with in their classroom and follow up in Data Chat sessions	Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Laboratory supplies	Science fees	\$5,000.00
Gizmo training	Science Coach	\$0.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Explore Learning Gizmos (Grades 3-12)	District/School \$ 3.00 per student	\$7,400.00
		Total: \$7,400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$12,400.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
On the 2009 administration of the FCAT Writing Test,	Given instruction based on the Sunshine State

75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008.		Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Daily journal writing in LA classes 2. Daily writing in all subject areas. 3. Interdepartmental meetings to review the writing process	1. Language Arts Dept. Chairperson 2. Subject area department chairpersons 3. Writing Coach	1. Lesson plans will include writing opportunities. 2. Exit slips Each instructor will present 3 questions to be "answered" in regards to lessons taught. 3. Peer-editing	1. District Pre-Test 2. Teacher evaluation and assessment 3. Student portfolios

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide individual students with the 6 point rubric 2. To provide anchor papers from past FCAT test in order for students to become familiar with the state standards 3. Require all midterm and final exams in 9th and 10th grade reflect FCAT long/short responses and writing prompts.	1. Writing Coach 2. Individual instructors (LA and other subject areas) 3. Principal, Language Arts Chair	1. Lessons plans will include daily writing prompts 2. Subject area teachers will provide students with 3 questions to respond to in reference to material taught(exit slips) 3. Review of Exams	1. District Pre-Test 2. Teacher observation and evaluation 3. Midterm, Final, FCAT 2010 Test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide individual students with the 6 point rubric 2. To provide anchor papers from past FCAT test in order for students to become familiar with the state standards 3. Require all midterm and final exams in 9th and 10th grade reflect FCAT long/short responses and writing prompts.	1. Writing Coach 2. Individual instructors (LA and other subject areas) 3. Principal, Language Arts Chair	1. Lessons plans will include daily writing prompts 2. Subject area teachers will provide students with 3 questions to respond to in reference to material taught(exit slips) 3. Review of Exams	1. District Pre-Test 2. Teacher observation and evaluation 3. Midterm, Final, FCAT 2010 Test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provides reference and research opportunities 2. Uses critical thinking skills to weed- out irrelevant material 3. Allows for students to	1. Media specialist 2. Individual Instructors 3. Assistant Principal	1. lessons plans will reflect instruction in reference and research 2. Integrates reading and writing skill 3. familiarity with well-	1. Research paper process from beginning to end 2. Teacher assessment 3. Possibility of interdepartmental

read well-written material	written published articles, etc.	assignments
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Allows for easy editing, 2. Revision 3 Publication	1.individual instructors 2. Assistant Principal 3. Writing Coach	1.presents ease in using the writing process 2.students are provided with real-life experiences 3.students experience pride in producing a finished product	1. teacher observation 2. completed student portfolios 3.increase in FCAT results on both expository and persuasive writing

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2009 administration of the FCAT Writing Test, 75% of the students earned a combined score of 3.5 or higher.. This represents a decrease of 4 % from 2008 compared to 79% in 2008	5 Steps of Writing	AP curriculum, Writing Coach	August 2009	Walkthrough, Planning periods Sign-in sheets, student work products	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training on the rubric for Short and Extended Response questions Planning Periods	NA	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data:
	Were parent involvement activities and strategies targeted to areas of academic need?
	Based on information from surveys, evaluations, agendas, or sign-ins:
	Was the percent of parent participation in school activities maintained or increased from the prior year?
	Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate an increase of 5 percentage points in the number of parents attending evening parent training sessions as evidenced by comparing sign in sheets for the 2008-2009 and 2009-2010 school years.		Implement additional workshops for parents to enable access to child's progress in school, inform parents of school activities to increase parental involvement, and Increase student attendance by providing parents with tools and resources to track their child's academic success		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Training in Parent Portal on a monthly basis 2. Provide Informational Workshop through the school and the PARENT ACADEMY which will empower parents with the knowledge base to improve their parenting skills. This will augment their understanding of child-related health issues, direct their own personal education growth and increase their use of technology. 3. Provide parent with a Parent Resource center to provide information and ideas to families about how to help students at home learning and other curriculum related activities, decisions, and planning.	1. Principal, Assistant Principal, PTSA President; ESSAC 2. Principal, Assistant Principal, PTSA President; ESSAC 3. Principal, Assistant Principal, PTSA President; ESSAC	1. Parent survey on training; verbal feedback 2. Parent survey on training; verbal feedback 3. Parent survey on training	1. PIV usage; Attendance to workshops 2. PIV usage; Attendance to workshops 3. PIV usage; Attendance to workshops

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given the school wide emphasis on parental and community involvement, North Miami Beach Senior High School will demonstrate an increase of 5 percentage points in the number of parents attending evening parent training sessions as evidenced by comparing sign in sheets for the 2008-2009 and 2009-2010 school years.	Parent Portal		FALL 2009	Sign up sheets for workshops	School Administration
	Student Academic Performance	School Administration	2009-2010 School Year	Attendance rate reports	School Administration
	Increase Attendance	School Administration	2009-2010 School year	Connect Ed; Message board, Telephone communication;	School Administration
	School Sponsored Activities				

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Graduation Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to the 2007-2008 Florida Longitudinal Graduation Rates. The graduation rate for students at North Miami Beach Senior High School was 65.6 %		Given instruction using the Sunshine State Standards, North Miami Beach Senior High School will increase the graduation rate by 1 percentage points from 65.6 percent to 66.6 percent as evidenced by the NCLB School Public Accountability Report for 2006-07		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify re-takers and place in appropriate intensive courses	1. Counselors, Administration, Teachers	1. Review of Credit history. Monitoring by administration. Identification of graduating students	1. Graduation rate
2	2. Identify At-Risk Cohort and assign a teacher mentor	2. Counselors, Administration, Teachers	2. Review of Credit history. Monitoring by administration. Identification of graduating students	2. Graduation rate
3	3. Provide courses that concentrate on the ACT	3. Counselors, Administration, Teachers	3. Review of Credit history. Monitoring by administration. Identification of graduating students	3. Graduation rate

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Graduation Goal

Post Secondary Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on new requirements for post secondary goals, North Miami Beach Senior High School has focused on Addressing Post Secondary Goals to increase the 65.6% of students who graduated in 2007-2008.		Given goals in the Post Secondary objectives North Miami Beach Senior High School will align itself with the Region II ideals in order to increase graduation rate by 1 % point		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify and place student in accelerated placement courses	1. Counselors, Teachers, Administrators	1. Use Percentage AP report to identify students that will be successful in AP courses	1. AP Exam Scores, AP Interim Assessments
2	2. Encourage performance in Accelerated courses	2. Counselors, Teachers, Administrators, Test Chairperson	2. Require participation & performance in the AP exam	2. AP Exam Scores, AP Interim Assessments
3	3. Provide preparation for ACT. SAT exam	3. Counselors, Teachers, Administrators, Test Chairperson	3. Saturday tutoring Academy, After school Tutoring	3. ACT/SAT Exam Scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Post Secondary Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	District Funds	\$10,000.00
Writing	Training on the rubric for Short and Extended Response questions Planning Periods	NA	\$0.00
Science	Laboratory supplies	Science fees	\$5,000.00
Science	Gizmo training	Science Coach	\$0.00
			Total: \$15,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Lab	Microsoft Settlement	\$250,000.00
Mathematics	A software license is needed for each student enrolled in Intensive Mathematics	General fund/Title I	\$10,000.00
Science	Explore Learning Gizmos (Grades 3-12)	District/School \$ 3.00 per student	\$7,400.00
			Total: \$267,400.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	1. FAIR and Edusoft training.	District Funds for Sub Days	\$3,000.00
			Total: \$3,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Saturday Academy	Title I	\$4,500.00
Mathematics	3 hours per Saturday for approximately 6 Saturdays	General Fund/Title I	\$4,500.00
			Total: \$9,000.00
			Final Total: \$294,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

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 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.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) at North Miami Beach Senior meets on a monthly basis and is instrumental in the development and monitoring of the School Performance Excellence Plan. Their input provides support and assistance to all of the educational initiatives set forth in order to achieve our vision and mission. The Council members will provide support in the following areas:

1. Participate in the analysis of the EESAC budget and how these funds will be utilized based on school needs.
2. Receive and review proposals from different departments and groups for funding projects that will enhance student achievement.
3. Provide input for areas within the school that require improvements.
4. monitor the progress of school goals, objectives, implementation of strategies, analysis of data, and overall attainment of minimum standards.

SAC Members

Members

- 1) Raymond L. Fontana, Principal
- 2) Patti Stauffer, SAC Chair
- 3) TBA, Student
- 4) Michael Roundtree, Teacher
- 5) Veronica Martin, Teacher
- 6) Julie Pratt, Teacher
- 7) Corey Poitier, Teacher
- 8) Marina Montesino, Teacher
- 9) Carmen Kienzle, Parent
- 10) Geraldine Lazarre, Parent
- 11) Alexis Parker, Parent
- 12) Joyce Harrigan, Parent
- 13) Stephanie Kienzle, Parent
- 14) Carrol Perrin, Parent
- 15) Edma Clerizier, School Support Personnel
- 16) Douglass Tisdahl, Union Steward
- 17) Randy A. Milliken, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade NORTH MIAMI BEACH SENIOR HIGH 7541																
Number of students enrolled in the grades tested:														Read: 1300 Math: 1294		2008-2009 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO								
Click here to see Number of students in each group																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008
TOTAL ⁴	98	Y	98	Y	32	N	63	N	89	88	N	59	64	Y	70	68	N	42	37	N	34	N	67	N						
WHITE	99	Y	99	Y		NA		NA			NA	74	57	N			NA		NA											
BLACK	98	Y	99	Y	27	N	58	N	89	87	N	58	65	Y	75	73	N	48	42	N	29	N	63	N						
HISPANIC	98	Y	98	Y	38	N	70	Y	88	88	N	54	62	Y	64	62	N	33	30	NA	38	N	73	NA						
ASIAN	100	Y	100	Y		NA		NA			NA						NA		NA											
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA		NA											
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	29	N	60	N	89	88	N	59	67	Y	72	71	N	42	40	N	32	N	65	N						
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		N	24	N	75	75	N	45	48	Y			N	77	76	N	16	N	47	N						
STUDENTS WITH DISABILITIES	95	Y	96	Y		NA		NA	55	73	Y	25	30	Y			NA		NA											

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade NORTH MIAMI BEACH SENIOR HIGH 7541																
Number of students enrolled in the grades tested:														Read: 1487 Math: 1482		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO								
Click here to see Number of students in each group																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	30	N	58	N	89	89	N	55	59	Y	72	70	NA	46	42	NA	35	NA	74	NA						
WHITE	100	Y	100	Y		NA		NA			NA	72	74	Y			NA		NA											
BLACK	99	Y	99	Y	25	N	52	N	91	89	N	52	58	Y	77	75	NA	52	48	NA	29	NA	71	NA						
HISPANIC	98	Y	98	Y	36	N	67	Y	84	88	Y	57	54	N	67	64	NA	41	33	NA	42	NA	80	NA						
ASIAN	100	Y	100	Y		NA		NA			NA						NA		NA											
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA		NA											
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	28	N	58	N	88	89	Y	55	59	Y	76	72	NA	48	42	NA	32	NA	75	NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		N	23	N	66	75	Y	43	45	Y	90	NA	66	77	NA	13	NA	52	NA							
STUDENTS WITH DISABILITIES	96	Y	98	Y	15	N	23	N	52	55	Y	17	25	Y	79	85	NA	80	77	NA	18	NA	43	NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade NORTH MIAMI BEACH SENIOR HIGH 7541																
Number of students enrolled in the grades tested:														Read: 1523 Math: 1519		2006-2007 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO								
Click here to see Number of students in each group																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	98	Y	98	Y	28	N	54	N	90	89	N	59	55	N	72	72	NA	47	46	NA	39	NA	70	NA						
WHITE	94	N	94	N		NA		NA	92	92	Y	64	72	Y			NA		NA											
BLACK	98	Y	98	Y	23	N	48	N	90	91	Y	59	52	N	78	77	NA	53	52	NA	36	NA	68	NA						
HISPANIC	98	Y	98	Y	33	N	59	Y	87	84	N	54	57	Y	66	67	NA	39	41	NA	42	NA	71	NA						
ASIAN	100	Y	100	Y		NA		NA			NA	81	79	NA			NA		NA											
AMERICAN INDIAN		NA		NA		NA		NA			NA		67	NA			NA		NA											
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	24	N	52	N	90	88	N	58	55	N	76	76	NA	50	48	NA	37	NA	68	NA						
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	10	N	34	N	79	66	N	35	43	Y	92	90	NA	58	66	NA	36	NA	54	NA						
STUDENTS WITH DISABILITIES	93	N	91	N	21	N	20	N	51	52	Y	34	17	N	91	79	NA	87	80	NA	29	NA								

SCHOOL GRADE DATA

Dade School District NORTH MIAMI BEACH SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	68%	75%	22%	200	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	46%	73%			119	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	68% (YES)			117	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	37%	43%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					436	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH MIAMI BEACH SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	34%	65%	79%	30%	208	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	49%	77%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	76% (YES)			125	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	43%	45%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					459	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH MIAMI BEACH SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	30%	58%	86%	23%	197	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	43%	69%			112	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	69% (YES)			116	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	34%	41%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					425	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested