

Miami-Dade County Public Schools

Miami Northwestern Senior High



2017-18 Schoolwide Improvement Plan

Miami Northwestern Senior High

1100 NW 71ST ST, Miami, FL 33150

<http://northwestern.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	11
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	19
8-Step Planning and Problem Solving Implementation	27
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Northwestern Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Miami Northwestern Senior High is to ensure that all students are college or career ready. As we continually motivate and encourage students to achieve the highest standards in academics, the expectation is that students will be proficient in all subject areas by developing a strong caliber of character that will empower students to lead productive and fulfilling lives.

b. Provide the school's vision statement.

The vision of Miami Northwestern Senior High School is to provide a rigorous educational environment that allows students to achieve academic success, develop a culture of school pride, and continue the tradition of matriculating to higher educational institutions, technical/vocational colleges, and military services. It is the expectation that every student will continue to author a page in the Bulls' rich legacy of pride, tradition and excellence since 1955.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Miami Northwestern Senior High School stakeholders recognize that building a positive school culture of pride and excellence in achievement begins with a sincere, deliberate commitment to the belief that all students can meet high academic standards. The Miami Northwestern Senior High School stakeholders have the ability and the responsibility to help every child reach that potential. Processes by which the school's stakeholders learn about students' cultures and build relationships between teachers and students include the following:

- Every student is a part of an academy, a magnet program, or a career and technical education course of study.
- Monthly meetings are held between the principal and students to address community or school-wide concerns. Weekly meetings are conducted with various student groups to gauge school culture and morale.
- Meetings are also held with the principal and teachers to develop and improve processes that are set forth to increase student achievement and facility upkeep.
- Meetings are held with external partners and stakeholders on a monthly basis to address means in which the culture of the school can be positively impacted.
- Daily classroom learning walks are conducted to assess teacher quality and instruction as well as student-teacher rapport.
- Data Summits are conducted across all content areas to track academic progress.
- Professional development topics including effective Parent/Student conferences, fostering teacher and student trust relationships, typical/troubled youth, class room management, attendance, grade book and student reflection surveys are implemented throughout the school year.
- Student Government Association members, Grade Level Student Federations, and Peer Ambassadors collaborate with the administrative team on behalf of the student body regarding academic progress, student concerns, and school culture.

- Students are involved in the planning and implementation of school wide student activities and maintaining a positive school culture.
- Students are able to express their values, cultures, and beliefs by joining various school clubs and participating in extracurricular activities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Miami Northwestern Senior High School has clear systems implemented to create an environment where students feel safe and respected before, during, and after school to include:

- Several security personnel and administrators enter the building by 6:30 am to ensure before school safety.
 - Various school personnel including security monitors and coaches remain after school to clear students from the building that are not involved in extracurricular activities.
 - School personnel have strategic posts before, during and after school.
 - Safety procedures are in place for all circumstances (ie: code red and fire lock down).
 - Miami Northwestern Senior High School has on campus School resource officers.
 - During lunch time, numerous identified personnel including but not limited to security professionals, leadership team members, coaches, support staff, and student services members are strategically located in the cafeteria and court yard area to provide support.
 - During the school day, all students are required to have a signed pass to travel to another area during instructional time. Students and staff are also provided ID badges for identification purposes.
- Miami Northwestern Senior High School also incorporates the following to ensure a safe and respected environment for all:
- * Anti Bullying Policy
 - * Monthly Character Education
 - * Staff models school wide expectations
 - * Give the students an opportunity to problem solve (Teen Court & Mediation)
 - * Community and Parent Involvement

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school utilizes several school-wide behavioral systems to encourage the most effective and efficient learning environments for our students. Some examples include: no students allowed in the hall during the first and last fifteen minutes of the each class period, uniform hall pass system for the school, and frequent learning walks by academic coaches and positive school culture staff. Students are being reminded of the expectations for Miami Northwestern Bulls via PA announcements, emails, person-to-person interactions in the hallways, and/or via parental collaborations. Behavioral expectations and collaboration with staff occur at the opening of school and at monthly faculty and staff meetings. Daily Support is provided to all instructional staff. Professional Development Workshops are held on the campus for school personnel to ensure that systems are fair and consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Miami Northwestern Senior High School ensures the social-emotional needs of all students are met by providing services and activities that address the standards and benchmarks in the four domains of the Student Development Framework (personal, social, academic and career and health and wellness).

- Prevention, intervention services, and activities are provided to the entire school which include but

are not limited to awareness days, announcements, and activities during lunch.

- Each student has access to the Student Services staff including the school counselors and school social worker. During lunch, Miami Northwestern Senior High School students may visit the college resource center to gain testing, academic, and career advisement.
- Other services include: Individual, group, family counseling, peer mentoring, adult-student mentoring, large group interventions/ class lessons, community agency referrals, guest speakers and presenters.
- Affiliated agreements have been established with community based organizations that provide curriculum and mentoring services. Mentoring programs have been incorporated within the school day such as Recapturing the Vision, Teen Outreach Program (TOP), Planned Parenthood of South Florida, The Education Effect via Florida International University (FIU), the Miami Children's Initiative, a Restorative Justice Program, and City Year Corps members. These programs have been instrumental in establishing a safe environment for the students during school and after school. These programs facilitate community outreach activities that aid in fulfilling the social-emotional needs of the students.
- Additionally, to ensure that the social-emotional needs of our Special Education & Disabilities (SPED) students are being met, a SPED Emotional Behavioral Disability (EBD) clinician provides weekly counseling and collaborates with the guidance counselors to ensure that adequate support is provided. Students also have outside Mental Health agencies that provide therapy services. The EBD clinician collaborates with the outside agencies to ensure the continuity of services between school and home. Our intellectual disability students have a school based social worker with whom they meet.
- Faculty and Staff consultations and collaboration with the Student Services Staff is ongoing throughout the school year. During faculty meetings and professional development the entire staff is afforded the opportunity to learn best practices to assist students in their social emotional development.
- The students and staff have access to the The Jessie Trice Community Health Center which is housed on the campus of Miami Northwestern Senior High School and is open to students for counseling and other health needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Attendance below 90 percent, regardless of whether or not a student's absence is excused or a result of attendance at a Values Matter Academy
Miami Northwestern Senior High School students' daily attendance is monitored for early warning of truancy through our daily attendance bulletin and reports.
- Course failure in English Language Arts or mathematics to include students with below the 2.0 graduation requirement Grade Point Average
- Progress monitoring of student grades by counselors every 4 weeks
- Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics State assessment score reports are used to identify students who are level 1 in English Language Arts and Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	29	17	13	25	84
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	171	182	220	242	815

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	195	14	143	48	400

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Strategies that are employed to improve the academic performance of students with early warning signs are done through collaborations between the leadership team, instructional staff, students, student services department members, and community organizations.
- Students who accumulate three or more absences each quarter are identified by the attendance manager and are scheduled for a parent conference. At the meeting, students and parents are advised of the consequences of truancy and are placed on an attendance contract.
- Parents who do not attend the attendance conference are contacted and/or visited by our community involvement specialist to ensure every attempt to meet regarding the students' absenteeism is made.
- Students under contract are carefully monitored for their attendance, behavior, and academic progress.
- Miami Northwestern has implemented a school wide comprehensive discipline progressive plan that allows administration, educators and staff to address behavioral issues that may lead to inappropriate behavior.
- School counselors monitor the progress of students every four weeks to identify students who are failing core classes.
- Parents are notified of the students' progress by receiving 'interim reports.'
- Parent conferences are scheduled for those students who are failing two or more courses. Once a student has failed the course every attempt is made for the student to sign up for credit recovery through adult education or Florida Virtual School.
- Miami Northwestern Senior High School students who are level one are provided interventions and remediation through the intensive reading/math classes. Progress monitoring through interim assessments is key to the placement of students along with an intervention plan used to guide the curriculum to address the student's strengths and weaknesses.
- Intervention strategies include the following codes:
 1. Phone call to Parent/Guardian (Code: C6)
 2. Letter sent home (School Board Policy 5200) (Code: L1) – FM-6951
 3. Parent/Administrator/Student Conference (Code: C6; C7)
 4. Home Visit (Code: H2) – FM-5869
 5. Target Students for Services (Targeted Student Status Form data.)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Miami Northwestern Senior High School works at building positive relations with families by ensuring that communication is essential to student achievement.

The students' progress is communicated to the parent/guardian in the following ways:

Grade Level Back to School Night

School wide Connect ed messages to parents

Parent portal- view grades

Open house

Grade level Parent night

Quarterly Progress Reports

Quarterly Report Cards

Parent/ Teacher Conferences

Counselor/Parent/Student Conference

Parents are encouraged to attend all school wide meetings and to request parent conferences.

Parents are welcome to visit the school to speak to Student Services Personnel.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Miami Northwestern Senior High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support school and student achievement through ongoing collaborations with various entities.

Such partnerships and collaborations include the following:

1. Florida International University (FIU) Education Effect
2. Teen Outreach Program (TOP)/ Planned Parenthood of South Florida (PPSFTC)
3. 5000 Role Models of Excellence Project
4. Recapturing the Vision Program
5. City Year
6. Girl Power
7. Big Brothers/Big Sisters Mentoring Program
8. My Brothers' Keeper
9. The Miami Northwestern Alumni Association (MNW Alumni Association)
10. Holsen, Incorporated
11. Miami Children's Initiative
12. Miami Northwestern PTSA

One of the primary partnerships that is successfully sustained at Miami Northwestern is the one between Northwestern and FIU. This collaboration with FIU. "The Education Effect" is a university community

school partnership designed to support a 100% graduation rate from high school while insure that every student is college and career ready. To achieve this goal, The Education Effect has three primary focus areas: support teaching and learning, increase parental and community engagement, and promote a college and career going culture. The partnership leverages the resources from the university with the needs and interests of the students, faculty and staff.

In addressing and supporting the needs of all students, Miami Northwestern Senior High School has partnered with various mentorship programs such as Big Brothers Big Sisters, 5000 Role Models, Recapturing the Vision, and My Brothers' Keeper. Such partnerships establish successful mentoring opportunities with businesses and local government in Miami, Florida. The Big Brother Big Sister Program as well as My Brothers' Keeper carefully match at-risk youth with caring adult role models out of school and within school respectively. Research proves that children enrolled in Big Brothers Big Sisters and similar programs are more likely to improve in school, in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol.

Community partners such as the Miami Children's Initiative, TOPS, and City Year provide information and strategies to our youth through dropout prevention programs which provide service to inner city youth located both on and off campus. Such programs surround students with a community of support, empowering them to stay in school. The services provided to students at Miami Northwestern are to promote college readiness and a clear understanding of careers. These services vary from job shadow trips, campus tours, annual career/job fair here at Miami Northwestern, panel groups, leadership workshop, mentor program and tutoring. Within every service that is provided students are advised regarding college and career options.

Miami Northwestern boasts a partnership that is unique with the Miami Northwestern Senior High School Alumni Association. The members of this group of stakeholders provide support for the programs at Miami Northwestern.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Adrena	Principal
Morris, Corey	Assistant Principal
Williams, Andre	Teacher, K-12
Hayes, Valinda	SAC Member
White-Lindsey, Cheryl	Teacher, K-12
McRae, Theodore	Teacher, Career/Technical
Robinson, Marie	Assistant Principal
Bailey, Lori	Teacher, K-12
Walker, Nicole	School Counselor
Rotolante, Kimberly	Teacher, K-12
Williams, Yolanda	Instructional Coach
Smith, Arlinda	Teacher, Career/Technical
Desdunes, Marlene	Teacher, ESE
Studwell, Tran	Administrative Support
Menard-St. Clair, Yola	Teacher, K-12
Andrews, Tashimba	Assistant Principal
Torossian, Alfred	Assistant Principal
Pouca, Kedler	Teacher, K-12
Boyd, Shyla	Other
Jean, Mickael	Instructional Coach
Arroyo, Angel	Instructional Coach
Clayton, Odette	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Miami Northwestern Senior High School Leadership Team:

- Wallace Aristide-Principal: His responsibilities include shaping a school vision of academic excellence and success for all students that includes high expectations, rigor, and relevance in order to ensure that the school's climate is hospitable to education, cultivates leadership in others, and improves achievement by focusing on the quality of instruction while also managing people, data and processes.
- Alfred Torossian-Vice Principal: His responsibilities include the support and guidance of instructional staff and students in the areas of Science and Special Education. As the most senior administrator on the leadership team, Mr. Torossian is also responsible for various areas including Florida State Assessments, the School Improvement Plan, the school's internal funds, science, and building the capacity of fellow administrators. Collaboration with fellow administrators and curriculum leaders is key to our vision of a shared decision making process.
- Tashimba Andrews-Assistant Principal: Her responsibilities include the support and guidance of instructional staff within the 9th and 10th grade English and Language Arts and ELL Departments as well as in 11th and 12th Grade Social Sciences, 9th and 10th Grade Advanced Academics, and the Medical Magnet Program. Ms. Andrews is also responsible for monitoring Internal Funds, SACS Accreditation, Professional Development, and IPEGS. Ms. Andrews provides support to Department

Chairs and guides the work of all the instructional coaches via coaches common planning and curriculum meetings.

- Corey Morris-Assistant Principal: His responsibilities include the support and guidance of instructional staff and 11th and 12th Grade students in the areas of ELA/ELL, World Languages, and Advanced Academics as well as 9th and 10th Grade Social Sciences. Mr. Morris also oversees the Fine Arts Department/PAVAC and JROTC as well as Data Chats, SCSi, Student Transportation, Positive Behavior Support (PBS), and Student Code of Conduct. His responsibilities also include the support and guidance of Security, Custodial, and Food Services/Cafeteria Staff.
- Marie Robinson-Assistant Principal: Her responsibilities include the support and guidance of staff in the areas of 9th-12th Grade Mathematics, Florida Virtual School, Business, Career and Technical Education (CTE), Student Services, and Activities. Ms. Robinson is also responsible for providing information and resources to others, the student and teacher websites, Faculty Attendance and Handbook as well as the supervision of assigned staff. She is the administrator that provides is responsible for the Jessie Trice Clinic and staff and provides custodial support.
- Yolanda Williams-Literacy Coach: Her responsibilities include building teachers' reading capacity to ensure we provide the best literacy instruction possible for student achievement. Ms. Williams provides modeling, co-teaching and shares best practices to assist teachers with improving their instructional techniques in order to achieve our FSA and Reading goals. Her role as a literacy coach is to plan cooperatively with teachers and to support collaborative interaction between and among educators in the implementation of research – based effective instructional practices.
- Mickael Jean-Mathematics Coach: His responsibilities include collaborating with teachers regarding lesson planning, grouping for instruction, intervention strategies, data chats and other topics related to mathematics, mentoring teachers in classrooms which include observing and providing feedback and Co-teaching in classrooms to increase instructional density to meet the needs of all learners.
- Angel Arroyo- Science Coach: His responsibilities include being a supportive bridge between teachers and administrators and to help develop all teachers into stronger, more effective instructors. Her responsibilities include ensuring teachers are delivering effective, well planned, rigorous and differentiated instruction to all students. If a teacher is lacking or struggling in an area or is not assisting the department in reaching the goals of the school and hindering the success of our students, it would her position to step in and model, co-teach and assist the instructor in any other way necessary so that all students are provided the same level of education.
- Arlinda Smith-Career & Technical Education (CTE) Coach: Her responsibilities include assisting teachers in the implementation of content area initiatives and school performance excellence plans, collecting and record industry certification data, devising a master schedule for Career & Teacher Education for approval by administrators, promoting and encourage student participation in Career & Technical Education Student Organizations, providing professional development for CTE teachers, and assisting teachers with infusing literacy and technology into the curriculum.
- Lori Bailey-Academy Leader/Teacher: Her responsibilities include recruitment of students and sustainability of the Academy of Hospitality and Tourism along with the support and guidance of new teachers in order to build their capacity. Her responsibilities also include the coordination and facilitation of professional development opportunities designed to not only increase the capacity of staff members, but to provide worthwhile workshops and strategies aimed at increasing the educational progress of students as well as teachers.
- Kimberly Rotolante-Graduation Coach/Teacher: The graduation coach monitors and develops plans to increase the graduation rate and the acceleration participation/performance of the school. Graduation Coach provides assistance to students identified as highly at-risk, regarding high school graduation. This assistance will include but not be limited to analyzing data to identify students or subgroups with dropout risk factors, reviewing, implementing, and ensuring the implementation and monitoring of a graduation plan for the at-risk students, identifying and providing resources in order to remove barriers to graduation, and facilitating the development of post-high school plans. She develops positive relationships with school staff and families while providing aid and support to school administrators, teachers, grade level counselors, and other school staff in strategies to promote graduation and post-secondary success.

- VaLinda Hayes-iPREP Academy Leader/Teacher: Her responsibilities include recruitment of students and sustainability of the iPREP Academy along with the support and guidance of new teachers in order to build their capacity. Her responsibilities also include the coordination of extended learning opportunities designed to increase rigor and relevance especially in the area of technology.
- Nicole Walker-Student Services Chairperson: Her responsibilities include building the Master Schedule while ensuring that the teacher & student schedules are done with fidelity and accuracy. She provides academic advisement and is the Alternate Gradebook Manager.
- Ms. Marlene Desdunes – SPED Program Specialist (LEA), responsibilities include ensuring SPED programs are in compliance and services indicated on the IEP, EP, and 504 plans are provided by monitoring all school wide SPED programs, monitoring SPED students' academic progress, behavior issues, and attendance and facilitate common planning and department meetings.
- T'ran Studwell- Director of Student Activities: responsibilities include administering the extracurricular and co-curricular activities program in concert with the school's philosophy and within School Board and State Rules. DR. Studwell formulates policies that will implement the philosophy and achieve the objectives for the entire activities program.
- Andre Williams-Director Of Athletics/Teacher, responsibilities include Student Eligibility, FHSAA & GMAC Policy, Scheduling of Events, Administration Payments & Certification of Coaches, Department Meeting, Administrative Event Coverage, Discipline Athletes, Athletic Events Coverage, Monitor, Athletic Website, Clearinghouse, Lunch Duty Café, Attendance and Tardy, Discipline, and Other duties assigned by administration
- Yola Menard-St. Clair, Positive Behavior Support (PBS) Coach: The role of the PBS coach is to change school culture for students and staff, celebrate student's success, provide a safe and positive environment, and identify students that are experiencing issues with attendance and behavior by utilizing the Early Warning System Indicator, and provide mentoring opportunities that will promote and support positive behavior and improve attendance in school.
- Kedler Pouca-Teacher: Mr. Pouca works with the PBS coach and the administrative team in changing the school culture for students and staff and by providing a safe and positive environment for all. He provides support in identifying students that are experiencing issues with attendance and behavior by utilizing the Early Warning Systems Indicator, and provide mentoring opportunities that will promote and support positive behavior and improve attendance in school.
- Cheryl White-Lindsey-Test Chairman: Her responsibilities include following standards, guidelines, and procedures to ensure the accuracy and validity of all tests and test scores, to safeguard the security of the test content, to plan and facilitate test preparation activities before testing and to supervise and monitor during the test administration window and packing and returning all materials after testing.
- Theodore R. McRae-UTD Building Steward: His activities and responsibilities include meeting with administration and members at the beginning of the year to set goals that the union and administration and union members can accomplish collaboratively. He coordinates meetings bimonthly with administration to ensure that administrators and staff follow through on those set goals. He assists in the facilitation of the "Teacher of the Year," "Rookie Teacher of the Year," "Paraprofessional of the Year," and EESAC. Mr. Mcrae also mediates any contractual agreements or disagreements between administration and Union members.
- Odette Clayton- City Year Program Manager: Her responsibilities include leading and developing corps members as a City Year team of idealistic, emerging leaders and practitioners focused on strengthening schools. Her role is to also maintain partnerships at Northwestern and the community to ensure the right conditions and resources are in place for City Year corps members to deliver attendance, behavior and course performance interventions for off track students.
- Shyla Boyd, FIU Director: She serves as administrative lead between The Education Effect, Office of Student Access and Success, College of Education and the University, as well as the community at large. Duties include: providing guidance to the Program Directors, ensuring that expenditures and policy and procedures comply with program, FIU, MDCPS, and other guidelines, and coordinating with FIU for access to services and space. Guide the aim of The Education Effect to impact college and career, employability skills, Increase academic rigor, and postsecondary awareness.

During the course of each meeting listed below, collaboration and staff engagement are ongoing in order to make school wide decisions tailored to the continuous academic success and growth of all students which also ensures that the needs of the students and their safety are priority:

1. One Voice Meetings- This leadership team meets twice a week or as needed
2. Academic Leadership Team (ALM) meets weekly (Administrators, Instructional Coaches, Instructional Deans, Student Services Chairperson, FIU "Education Effect, and City Year)
3. Operational Leadership Team (OLM) meets weekly (Administrators, Discipline Deans, Director of Activities and Athletics, and Head of Security, Test Chair, and Attendance Manager)
4. Department Meetings- This team meets bi-monthly-(All department chairpersons along with their respective teachers)- Meet bi- monthly
5. Coaches Meetings- Curriculum Coaches meet weekly to discuss positive coaching strategies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The RtI Leadership Team meets once per month. The principal provides the guidance and facilitation as well as directs the participants regarding the needs of the school. The RtI team will determine the projects and initiatives that are most important for the team to address and work with other school organizations and departments to ensure success. During the meetings, data are reviewed and will be linked to instructional decisions. Students will be identified as those who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks, etc. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Miami Northwestern Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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; assist 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; supplemental educational services; and special support services to special needs populations such as homeless and/or delinquent students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Wallace Aristide	Principal
Theodore Swett	Business/Community
Lori Bailey	Teacher
VaLinda Hayes	Teacher
Roshanda Roberson Anderson	Teacher
Kimberly Rotolante	Teacher
Theodore McRae	Teacher
Brenee Davis	Student
Kerry Bruce	Education Support Employee
Yola Menard St. Clair	Parent
Shyla Boyd	Business/Community
Sabrina Ryan	Parent
Tashara Redding Jean	Business/Community
Angela Toussaint	Parent
Aisha Brooks	Teacher
Marlene Desdunes	Parent
Rosalind Pickens	Parent
Bernadine Connor	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of the 2016-2017 school year, EESAC members collaborated with the school's administrative team, academic coaches, and major school stakeholders to review the SIP. In order to review all goals including those not measured by EOC and FSA, the End of Year worksheet and the 8-step process including goal setting were used. The findings and recommendations of the evaluation of last year's SIP were discussed at the faculty meeting and presented to the EESAC board.

b. Development of this school improvement plan

The SAC contributed to the development of the SIP by reviewing the strategies and ensuring all professional development opportunities were aligned to the strategies given by each content area.

c. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is a joint effort. The SAC committee members review and collaborate with administration regarding the annual budget and plan. Additionally, the role of the SAC is to assist the principal with the annual budget and review it at monthly meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

During the 2016-2017 school year, several mini grant proposals were submitted to the SAC committee for funding consideration.

The following proposals received funding in the amount of \$500 each:

1. Biology-A New Battery to An Old Spark/SPARK Science Learning System-\$500
2. Science-Shark Dissection for Biology Students/Exploratory Lab-\$500
3. ESOL/Instructional Support Material for ELL students-\$500
4. Mathematics-Effective and Positive Learning Environment/Student Accountability-\$500
5. Reading and Language Arts-Mid-Year Assessment Incentives/Literacy Week 2017-\$500

Additional SAC funds in the amount of \$4,200 were approved for the upkeep, upgrade, and continuation of the school's website which is a major form of communication and information system that is utilized and accessed by students, faculty and staff, parents, alumni, and community stakeholders in general.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams, Adrena	Principal
Morris, Corey	Assistant Principal
Hayes, Valinda	Teacher, K-12
Walker, Nicole	School Counselor
Robinson, Marie	Assistant Principal
Williams, Yolanda	Instructional Coach
Bailey, Lori	Teacher, K-12
White-Lindsey, Cheryl	Teacher, K-12
Andrews, Tashimba	Assistant Principal
Arroyo, Angel	Instructional Coach
Alouidor, Enock	Instructional Coach
Torossian, Alfred	Assistant Principal
Desdunes, Marlene	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One major initiative that promotes literacy is the consistent and ongoing use and review of progress monitoring data at the grade level and classroom level in order to identify students who are meeting or exceeding benchmarks as well as the review of data of those students at moderate risk or at high risk for not meeting benchmarks.

Another initiative used to promote literacy within the school is a mentoring program, spearheaded by

the school's LLT coaches, which is designed to assist students who have not found success in the reading and comprehension components of the Florida State Assessment (FSA). This program pairs up the members of the LLT with students who are less than 10 points shy of passing the FSA. Mentors meet with their assigned mentees at least once a week to provide support and guidance.

The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, implementation of literacy blogs to feature culminating end products of students. This year collaborative planning has been infused in order to ensure that reading is within every core content and electives.

Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. A Literacy Week is also being planned to support literacy within the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

At Miami Northwestern Senior High School, not only are multiple days allocated throughout the week for teachers to organize and collaborate regarding lesson plans and instruction, but time is also used after school. These strategies allow for grading common assignments that assess student achievement towards specific standards and allow staff the opportunity to provide student feedback which in turn ensures that we are assessing the rubric with fidelity and a common goal. We have aligned cross curricular common planning into our master schedule in order to create lessons that support other subject areas. Our faculty meetings infuse collaboration and best practices among peers through specific and deliberate professional development tasks. Additionally, our new teachers are supported through ongoing mentoring and support provided by mentor teachers, staff, and leadership team members.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In the recruitment of effective teachers, Miami Northwestern Senior High School participants in TEACHER MATCH, Teach for America Recruitment Fairs, and other recruitment events and activities throughout the year in an effort to attract highly qualified educators. Knowing the importance of obtaining effective teachers, when recruiting and hiring new teachers, all administrators and the Instructional Coach(es) assigned to the content area are involved. The strategies utilized to retain teachers include (1) providing targeted and data-driven Professional Development opportunities that will primarily focus on new and innovative instructional strategies, (2) providing common planning times within each content area, (3) facilitating a mentor/mentee program (MINT), and (4) facilitating workshops that allow teachers to provide feedback as it relates to issues in the school and community. Instructional leaders and school staff are instrumental in the decision making process in support of student achievement and strategies to be implemented in recruiting and retaining highly qualified effective teachers at the school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Miami Northwestern Senior High school is a part of the 'Mentoring and Induction for New Teachers (MINT) Program.' This program pairs certified, trained veteran teachers who have three or more years of

teaching experience with novice instructors. Teachers are matched and/or assigned according to their area of certification and the mentor teachers provide support, build capacity, mentor, and provide resources to his/her new teacher. Throughout the year, mentors meet with mentees and professional development sessions are designed and provided specifically for new teachers. This is an effective method of developing and retaining teachers. Both sets of teachers learn from each other. The goal is to assign mentees to mentors within their department to ensure effective delivery of instruction is taking place. The purpose of the assignment is to assist the mentee with transitioning in to the school-site.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessment and data driven instructional practices. We focus on the curriculum materials that focus on higher order thinking skills, critical analysis, and metacognitive strategies. In addition, in order to prepare students for the performance based assessments, we use a variety of information and formal assessment tools across the curriculum. Instructional practices are aligned with the end in mind to produce purposeful products. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Miami Northwestern uses data to determine student leveling to allow for instruction that is tailored to the student's individual needs. Using data from numerous sources (i.e. prior FCAT, FSA and EOC scores, mid-year assessments, topic assessments and daily lesson assessments), instructors and administrators are able to more accurately determine weaknesses and strengths on a student by student basis. Data is first used to level classes according to appropriate student needs/skills, such as the assignment of honors or intensive classes. This first step ensures that students' various instructional needs are better met on the level of the full classroom. Data is then used to inform and support daily instruction. Areas of weakness are targeted for re-teaching and remediation in order to provide extra content support. Areas of strength are used as opportunities for expanded growth and enrichment. Data is used following interim and topic assessments to align targeted remediation of standards on which students struggled. This information is incorporated into differentiated instruction, so that students are working towards improving for their specific area(s) of need. By differentiating based on individual student needs, classroom time is more effectively utilized in a targeted approach. As a means to address the needs of our struggling learners, instructors follow a specific framework that allows teachers to instruct a small group in a teacher-led center focusing on their specific needs based on a review of recent diagnostic or interim assessments. Groups of students who performed at mastery are often given project-based assignments that align to the goals of the standard being taught.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,120

Based on the Algebra I, Geometry, and Algebra II Topic Exams, we will remediate students on their weakest standards to help improve their content knowledge. This will be completed through small group instruction by teachers and interventionists.

Strategy Rationale

Rational: Students that do not meet mastery of the standard need additional support through small group intervention. The targeted small group instruction will help increase their content knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Marie, mariesmith@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Mid-year and teacher assessment will be utilized to determine the effectiveness of the small group instruction. This data will be analyzed by science department members and strategies infused through collaborative unit planning

Strategy: After School Program

Minutes added to school year: 4,320

Based on the Biology Topic Exams and End-of-Course Science Exams, we will remediate students on their weakest standards to help improve their content knowledge by infusing literacy based strategies. This will be completed through small group instruction by teachers and interventionists.

Strategy Rationale

Students that do not meet mastery of the standard need additional support through small group interventions and the infusing of literacy based strategies. The targeted small group instruction will help increase their content knowledge.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Torossian, Alfred, torossian@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Midyear, End-of-Course, and teacher assessments will be utilized to determine the effectiveness of the small group instruction and enrichment efforts.

Strategy: Weekend Program

Minutes added to school year: 4,320

Saturday Academy sessions are held to help increase content knowledge in language arts, reading, and mathematics for targeted 9th and 10th grade students. Instructional staff will facilitate standard aligned small group instruction through collaboration and planning.

Strategy Rationale

Students scoring at a Level 2 in core areas including language arts, reading, and mathematics received targeted instruction through small group intervention and instruction. The targeted small group instruction will help increase their content knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Marie, mariesmith@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Mid year and Florida State Assessments will be collected and analyzed to determine effectiveness of the strategy

Strategy: After School Program

Minutes added to school year: 4,320

Enhance instructional delivery by using the standards to plan rigorous tasks that address state standards and advance the academic success of students

Strategy Rationale

The refining and realignment of standard driven instruction and grading is a more effective method of gauging a student's progress towards proficiency and mastery of state standards.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Andrews, Tashimba, tandrews@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitoring of gradebook, student data, work products, and assessments

Strategy: Summer Program

Minutes added to school year: 3,120

Math Summer school program for incoming 9th grade Algebra Project students. Designed to remediate foundational weaknesses as well as introduce student to Northwestern (physical environment, school-wide policies and procedures). Furthermore designed to introduce Algebra Project methods and practices to incoming students.

Strategy Rationale

Introducing the Algebra Project before the official school-year allows for students to have a better understanding of the program's expectations, which reduces the amount of instructional time that needs to be spent in this regard, resulting in a corresponding increase in time used for content. Furthermore, the remediation of foundational skills allows for increased rigor within the school-year instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Adrena, pr7411@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Summer bridge program participation logs, assessment scores for students attending. Correlational statistics can be compiled comparing assessment scores of students participating compared to those not participating.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Miami Northwestern Senior High School articulates with having "Bulls for a Day" for our incoming 9th graders. During this time students are able to experience the high school environment and are provided with information including, but not limited to expectations, high school graduation requirements, and the MNW school academic and career offerings. Incoming 9th graders are also able to select their courses of study for the upcoming school year to ensure a smooth transition. Incoming 9th graders are also TRE assessed to ensure accuracy is attained when placing students in the appropriate reading courses.

Administrative staff members, Academic Coaches, Academy Leaders, MNW Student Services, and the Education Effect Staff visit middle school 8th graders in order to generate excitement and anticipation with transitioning into high school at Miami Northwestern Senior High School.

At the end of every school year, current students are transitioned into the next level during the subject selection sessions held with every student. Data is reviewed to ensure that they are properly

scheduled. During the school year, students and parents are able to meet with their counselors to ensure that they are academically on track. Prior to transitioning to the next school year and the next grade level, 'Back to School Student and Parent Nights' along with 'Student Grade Level Orientations' are scheduled to provide the parents and students with updates of the student's academic status.

Also, provisions for senior student's transition are set in that it is the vision of the principal that all seniors have a plan for after graduation which may consist of college, armed services, or a career selection. The student services staff meets with them quarterly and Senior Parent meetings are held twice a year. The culminating activity is graduation. Our on campus JROTC program instructors, guides the Seniors that are interested in joining the military, the Graduation Coach and CAP advisor welcome students into the College resource center to allow students the opportunity to apply for colleges and scholarships. College and Vocational career fairs are planed twice a year.

Standard diploma SPED students in twelfth grade students have transitional IEP meetings. During the meetings. the Transitional Specialist in collaboration with the Vocational Rehabilitation Service Agency provides the students assistance with college admission, financial aid, and employment opportunities. The CAP advisor and the use of the College Resource Center are provided to assist students with college admission, financial aid, and the enrollment of ACT and SAT exams. The Emotional Behavior Disorder (EBD) Clinician provides the student with mini vocational workshops. Intellectual Disability students participate in the Community Based Vocational Experience (CBVE) which is provided for the students weekly. Transitional opportunities are also provided through Goodwill and at the American Airlines Arena concession stands for employment

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Miami Northwestern leverages the partnerships with The Education Effect, Miami Dade College, Dorsey Technical School, Big Brothers Big Sisters, Teach for America, College Summit, City Year, and all military branch recruiters to increase college and career awareness. Students are exposed to colleges and careers through our bi-annual 'College and Career Technical Expositions' and attending the National College Fair. Seniors had the opportunity to take the ASVAB exam in order to qualify for a military branch career.

In addition, students participate in the annual alumni career fair, job shadowing through monthly mentoring programs, and college visits/trips in and out of state. Selected juniors and seniors partake in the College Summit course which exposes them to the college admission's process as well as career planning and preparation. There is also a strong connection between educators and students in promoting the college/career going culture. Financial literacy workshops were held with outside community members such as WELLS FARGO Bank in order to prepare students for saving and/or investing for college. Parent and student workshops were held and facilitated by the graduation coach and our CAP advisor to assist students in preparation of the FAFSA, which is a required document for financial support.

Career professionals also serve as guest speakers, lecturers, and workshop presenters from such organizations as Johnson and Wales University, Miami Dade, and Florida International Chaplin School of Hospitality and Culinary Arts. Additionally, students have received hands-on- experience and training through internships provided by CTE partnerships.

In further preparing students for college, students participated in SAT/ACT Preparatory courses in order to increase their college acceptance score.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Cosmetology
Culinary Arts (Servsafe)
Automotive services (ASE)
Automotive collision and repairs (ASE)
Welding (USA welding certification)
Dry cleaning
Information technology (Adobe dream weaver and Illustrator)
Certified nursing assistant (CNA)
Certified medical assistant (CMAA)
Electrocardiogram (CET)
Introduction to license nurse practitioner

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Our Career and Technical Education (CTE) courses have increased and Miami Northwestern is one of the few schools with full service programs. There is a strong connection between CTE and cross discipline integration which is evidenced through our welding program. Math and welding educators continuously collaborate to develop lessons that align to the curricula. Another example is the collaboration between science, culinary arts, and the dual enrollment environmental science course through the use of environmental educational issues tied in with technical careers.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Miami Northwestern has invested in coupling the reading and College Summit courses with ACT strategies to ensure students are testing at a college readiness level in both reading and math. In doing so students are exposed to various educational resources that target specific skills that need remediation or stronger foundation.

Additionally, We have increased our number of Advanced Placement/Dual Enrollment offering to expose students to rigorous college level courses. Furthermore, we began targeting high achieving students in 9th and 10th Grade by scheduling them in to Pre-AP classes to get earlier exposure to rigorous curriculum. Student Services staff ensures that all students are adequately scheduled for courses that meet the minimum criteria for college entrance.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Miami Northwestern Senior High School improves instruction across the curriculum, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Miami Northwestern Senior High School improves instruction across the curriculum, then student achievement will increase. **1a**

 G096723

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
ELA/Reading Gains District Assessment	48.0
Algebra I EOC Pass Rate	31.0
Bio I EOC Pass	66.0
Geometry EOC Pass Rate	31.0
ELA/Reading Lowest 25% Gains	40.0
CTE Industry Certification Exam Passing Rate	90.0

Targeted Barriers to Achieving the Goal **3**

- There is a large population of novice teachers in all core disciplines that require additional time to comprehend and master the standards, provide differentiated instruction, manipulate technology based materials, and deliver rigorous data driven instruction aligned to the standards.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Strategic collaborative planning, professional developments, and data chats
- ETO support staff, Pacing Guides, Item Specs, Test Design and Blueprint, Formative assessments, City Year and Teach For America support, instructional framework, interactive notebooks, tablets, calculators, progress monitoring, and coaching cycles
- SPED and ELL office support and student incentives, Teen Outreach Program (TOP) program support, Health Information Project (HIP) support, Positive Behavior Support strategies, and professional development on strategies to be implemented
- Community stakeholders support for intrinsic student motivation

Plan to Monitor Progress Toward G1. **8**

-Disaggregation of performance data and data analysis.
-Florida Continuous Improvement Model
-Data Chats

Person Responsible

Adrena Williams

Schedule

Weekly, from 8/21/2017 to 6/30/2018

Evidence of Completion


Meeting Agendas, Meeting minutes, data reports, FAA assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If Miami Northwestern Senior High School improves instruction across the curriculum, then student achievement will increase. **1**

 G096723

G1.B1 There is a large population of novice teachers in all core disciplines that require additional time to comprehend and master the standards, provide differentiated instruction, manipulate technology based materials, and deliver rigorous data driven instruction aligned to the standards. **2**

 B260165

G1.B1.S1 Leverage common planning and coaching cycles to ensure lesson plans are properly aligned and follow the pacing requirements of the content area including planning cards. **4**

 S275609

Strategy Rationale

Provide support for instructors via pacing guides and item specifications

Action Step 1 **5**

Create a common planning calendar (focus and end product) for the first nine weeks

Person Responsible

Yolanda Williams

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

Evidence of Completion

Completed common planning calendar

Action Step 2 **5**

Disaggregate state, district, and school wide data to drive instruction and to effectively equip teachers to be reflective practitioners through the use of data chats.

Person Responsible

Enock Aloudior

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

Evidence of Completion

Progress monitoring of FAIR, reading inventory, phonics inventory, text-based assessments, performance tasks, mid-year assessments, and standard driven culminating end products, and district and state assessments

Action Step 3 5

Conduct a PLC/Common Planning with the Math department in order to train teachers on unpacking the Florida Standards for Alg I and Geometry and create a focus calendar for the year

Person Responsible

Mickael Jean

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

Evidence of Completion

PLC/Common Planning sign-in sheets, Lesson plans aligned to the standards

Action Step 4 5

Create a science common planning calendar (focus and end product) for the year and develop teachers' capacity to implement data driven instruction through data chats

Person Responsible

Angel Arroyo

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

Evidence of Completion

Science topic and unit assessments, mid year assessments, and end-of-year assessments

Action Step 5 5

Develop a PLC based on scientific literacy (interpretation of data tables, graphs, and reasoning through experiments) to increase rigor of science instruction

Person Responsible

Angel Arroyo

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

Evidence of Completion

Science topic and unit assessments, mid year assessments, and end-of-year assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review and reflect on English Language Arts and ELL instruction and assessment data.

Person Responsible

Tashimba Andrews

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review and reflect on science instruction and assessment data.

Person Responsible

Alfred Torossian

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review and reflect on mathematics instruction and assessment data.

Person Responsible

Marie Robinson

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review and reflect on social sciences instruction and assessment data.

Person Responsible

Corey Morris

Schedule

On 6/8/2018

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Provide support on the implementation of accountable talk and questioning strategies through coaching cycles and administrative walkthroughs.

Person Responsible

Adrena Williams












Schedule

Daily, from 8/21/2017 to 6/8/2018

Evidence of Completion

Coaching Calendar; Coaching Log; Observation Notes; Leadership Meeting Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M398612	Provide support on the implementation of accountable talk and questioning strategies through...	Williams, Adrena	8/21/2017	Coaching Calendar; Coaching Log; Observation Notes; Leadership Meeting Notes	6/8/2018 daily
G1.B1.S1.MA1  M398613	Review and reflect on English Language Arts and ELL instruction and assessment data.	Andrews, Tashimba	8/21/2017	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals	6/8/2018 monthly
G1.B1.S1.MA3  M398614	Review and reflect on science instruction and assessment data.	Torossian, Alfred	8/21/2017	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals	6/8/2018 monthly
G1.B1.S1.MA4  M398615	Review and reflect on mathematics instruction and assessment data.	Robinson, Marie	8/21/2017	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals	6/8/2018 monthly
G1.B1.S1.MA5  M398616	Review and reflect on social sciences instruction and assessment data.	Morris, Corey	8/21/2017	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals	6/8/2018 one-time
G1.B1.S1.A1  A370233	Create a common planning calendar (focus and end product) for the first nine weeks	Williams, Yolanda	7/3/2017	Completed common planning calendar	6/8/2018 quarterly
G1.B1.S1.A2  A370234	Disaggregate state, district, and school wide data to drive instruction and to effectively equip...	Alouidor, Enock	7/3/2017	Progress monitoring of FAIR, reading inventory, phonics inventory, text-based assessments, performance tasks, mid-year assessments, and standard driven culminating end products, and district and state assessments	6/8/2018 quarterly
G1.B1.S1.A3  A370235	Conduct a PLC/Common Planning with the Math department in order to train teachers on unpacking the...	Jean, Mickael	7/3/2017	PLC/Common Planning sign-in sheets, Lesson plans aligned to the standards	6/8/2018 quarterly
G1.B1.S1.A4  A370236	Create a science common planning calendar (focus and end product) for the year and develop...	Arroyo, Angel	7/3/2017	Science topic and unit assessments, mid year assessments, and end-of-year assessments	6/8/2018 quarterly
G1.B1.S1.A5  A370237	Develop a PLC based on scientific literacy (interpretation of data tables, graphs, and reasoning...	Arroyo, Angel	7/3/2017	Science topic and unit assessments, mid year assessments, and end-of-year assessments	6/8/2018 quarterly
G1.MA1  M398617	-Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model...	Williams, Adrena	8/21/2017	Meeting Agendas, Meeting minutes, data reports, FAA assessment data	6/30/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Miami Northwestern Senior High School improves instruction across the curriculum, then student achievement will increase.

G1.B1 There is a large population of novice teachers in all core disciplines that require additional time to comprehend and master the standards, provide differentiated instruction, manipulate technology based materials, and deliver rigorous data driven instruction aligned to the standards.

G1.B1.S1 Leverage common planning and coaching cycles to ensure lesson plans are properly aligned and follow the pacing requirements of the content area including planning cards.

PD Opportunity 1

Conduct a PLC/Common Planning with the Math department in order to train teachers on unpacking the Florida Standards for Alg I and Geometry and create a focus calendar for the year

Facilitator

Mickael Jean/Math Coach, Math CSS, Marie Robinson/Math Administrator

Participants

Math Teachers

Schedule

Quarterly, from 7/3/2017 to 6/8/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Create a common planning calendar (focus and end product) for the first nine weeks	\$0.00
2	G1.B1.S1.A2	Disaggregate state, district, and school wide data to drive instruction and to effectively equip teachers to be reflective practitioners through the use of data chats.	\$0.00
3	G1.B1.S1.A3	Conduct a PLC/Common Planning with the Math department in order to train teachers on unpacking the Florida Standards for Alg I and Geometry and create a focus calendar for the year	\$0.00
4	G1.B1.S1.A4	Create a science common planning calendar (focus and end product) for the year and develop teachers' capacity to implement data driven instruction through data chats	\$0.00
5	G1.B1.S1.A5	Develop a PLC based on scientific literacy (interpretation of data tables, graphs, and reasoning through experiments) to increase rigor of science instruction	\$0.00
Total:			\$0.00