

Miami Northwestern Senior High



2014-15 School Improvement Plan

Miami Northwestern Senior High

1100 NW 71ST ST, Miami, FL 33150

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

100%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

B

B

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Miami Northwestern Senior High School is to meet the academic and vocational need of every learner, continually motivating and encouraging students to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will empower them to lead productive and fulfilling lives as lifelong scholars and responsible citizens.

Provide the school's vision statement

The vision of Miami Northwestern Senior High School is to offer an educational environment that is academically sound in its content, one that manifests the learning experience from a global perspective connecting appropriate learning styles through the use of technology and research-based strategies to prepare our students to become career and college ready.

School Environment

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

Miami Northwestern Senior High School recognizes that Student culture and academic achievement connection begins with a sincere, deliberate commitment to the belief that all students can meet high academic standards, and that schools have the ability and the responsibility to help every child reach that potential. Processes by which the school learns about students' cultures and builds relationships between teachers and students include:

- Monthly meetings are held between the principal and students to address community or school-wide concerns. Weekly meeting are conducted with various student groups to gage 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 also held with external partners on a monthly basis to address means in which the culture of the school can be positively impacted.
- Daily classroom walk throughs are conducted to assess teacher quality and instruction as well as student-teacher rapport.
- Data Summits are conducted across all content area to track academic progress.
- Professional development topics around 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 and Grade Level Federations are incorporated into the schools climate to allow student to plan student activities and voice questions and concerns to the Federation officers to discuss when meeting with administration staff.
- Students are able to express their values, cultures and beliefs by joining various clubs and extracurricular activities through the year, along with participating in offered small and large groups services lead by Student Services Personnel.

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 and various school personnel remain after school to clear students from the building unless they are 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, fire, lock down.
- MNW has on campus School resource officers.
- During lunch time numerous identified personnel are located in the cafeteria and court yard area, to include the leadership team, coaches, deans and student services members.
- 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. MNW also incorporates the following to ensure a safe and respected environment for all:
 - * Anti Bullying Policy
 - * Character Education
 - * Staff models school wide expectations
 - * Give the students an opportunity to problem solve (Teen Court & Mediation)
 - * Community and Parent Involvement

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 period, a uniform hall pass system for the school, and frequent walk throughs by academic coaches and discipline deans. Students are constantly being reminded of the expectations for Miami Northwestern Bulls via PA announcements and in person-to-person interactions in the hallways. Behavioral expectation collaboration with staff occurs at the opening of school and monthly faculty meetings and daily support is provided to staff.

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 ensures the social-emotional needs of all students are being 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 which includes school counselors, school social worker and TRUST specialist. During lunch time, M.N.W has implemented the Counseling Café located in the court yard area, to ensure students have accessibility to the school counselors, Trust Counselor, and Cap Advisor.
 - Individual and group counseling, Family Counseling, Peer mentoring, Adult-student mentoring, large group interventions/ class lessons, Counseling staff & community agency referrals, Guest speakers/ presenters are services that are provided as needed.
 - 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), Positive Action via Hosanna, Community In Schools, and City Year Corp members. These programs have been instrumental in establishing not only a safe environment for the students during school but after school as well. These programs facilitate community outreach activities that aid in fulfilling the social-emotional needs of the students.
 - Additionally, to ensure that our Special Education & Disabilities (SPED) population social-emotional

needs are being met; SPED EBD clinician provides weekly counseling; she also collaborates with the guidance counselor to ensure that all of the students' emotional needs are met. Students also have outside Mental Health agencies that provide therapy services. EBD clinician collaborates with the outside agencies to ensure there is continuity of services between school and home. Our intellectual disability students have a school based social worker that they meet with.

- Faculty and Staff consultation 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 absence is excused or a result of out-of-school suspension

MNHS monitors students' daily attendance for early warning of truancy through our daily attendance bulletin and reports.

- One or more suspensions, whether in school or out of school

Daily tracker of students' behavior through the Plasco program, daily entry of referrals, and school suspension notices.

- 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.

- A 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.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	118	108	100	175	501
One or more suspensions	7	30	6	2	45
Course failure in ELA or Math	140	117	100	15	372
Level 1 on statewide assessment	141	153	131	3	428

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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 conference are contacted and/or visited by our community involvement specialist to make every attempt to meet regarding the students' absenteeism. Students under contract are carefully monitored for their attendance, behavior, and academic progress.

MNHS has implemented a school wide comprehensive discipline progressive plan that allows administration, educators and staff to address behavioral issues that may lead to suspension. Every attempt is made to minimize the amount of time a student is suspended. In addition, we have a mediation system which allows us to deescalate situations between students. Lastly, this year MNHS will be implementing teen court for minor offenses.

MNHS counselors monitor the progress of students every four weeks to identify students who are failing core classes. Parent conferences are scheduled to 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, Florida Virtual School and/or Edgenuity.

MNHS students who are level one are provide interventions and remediation through the intensive reading/math classes. Progress monitoring through interim assessments is key to the placement of students, intervention plan, and guiding the curriculum to address the strength and weaknesses based on data.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

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

Connect ed

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.

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 to support Student Achievement.

A few of the partnerships are listed below:

Miami Northwestern is in a unique partnership with FIU called The Education Effect. The Education Effect is a university community school partnership designed to support 100% graduation from high school and insure every student is college and career ready. To achieve this goal, The Education Effect has three primary focuses: 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.

Miami Northwestern Senior High School has partnered with Big Brothers Big Sisters to establish successful mentoring opportunities with businesses and local government in Miami, Florida. Through the Big Brother Big Sister Program carefully matches at-risk youth with caring, adult role models. Research proves that children enrolled in Big Brothers Big Sisters programs are more likely to improve in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol.

Miami Northwestern Communities In Schools of Miami is a dropout prevention program providing service to inner city youth located right on campus. CIS mission is to surround students with a community of support, empowering them to stay in school. The services provided to students at Miami Northwestern is to promote college readiness and a clear view and understand of careers; these services varies from job shadow trips, campus tours, annual career/job fair here at Miami Northwestern, panel groups, leadership workshop, and mentor program and tutoring. Within every service that is provided students are being advised in the path of college and or picking up a trade to get their careers going.

Additional partnerships include:

Holsen Inc.

Alumni Association

TOP, Planned Parenthood of South Florida(PPSFTC).

The Education Effect

Communities in School

City Year

Hosanna

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Aristide, Wallace	Principal
Edmonson, Ebony	Assistant Principal
Austin, Kelly	Assistant Principal
Bertola, Dayna	Instructional Coach
Gerena, Judith	Instructional Coach
Lloyd, Christina	Dean
Morris, Corey	Instructional Coach
Tucker, Vallet	Instructional Coach
Hart, George	Dean
Curtis, Patrick	Assistant Principal
Monsky, Scott	Instructional Coach
Walden, Linda	Instructional Coach
Williams, Andre	Other
Gant, Alicia	Other
Hayes, Valinda	Other
Lovett, Maria	Other
Madison, Camille	Other
White-Lindsey, Cheryl	Other
Mcrae, Theodore	Teacher, Career/Technical
Clark, Jenevie	Other

Duties

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, responsibilities include shaping a school vision of academic success for all students that includes high expectations and rigor, ensuring the school's climate is hospitable to education, cultivates leadership in others, and improves achievement by focusing on the quality of instruction while managing people, data and processes.
- Ebony Edmonson, Assistant Principal, responsibilities include monitoring Internal Funds, Activities, Title I, the Science Department, the budget, payroll processing, Community Involvement, PTSA, and Department Chairs.
- Patrick Curtis, Assistant Principal, responsibilities include Athletics, Cafeteria (Staff), Closing of School Coordinator, Department Data Chats, Emergency Procedure Plan, Member Of Lunch Warriors, Positive Behavior Support, Property Inventory Control, Safety to Life Coordinator, Transportation, Uniform's and ID's, and Truancy
- Kelly Austin, Assistant Principal, primary role is literacy. Literacy encompasses ELA/ reading, Freshman Transition, and Social studies. Ms. Austin also guides the work of all the instructional coaches.(coaches common planning) along with overseeing technology.
- Corey R. Morris, Literacy Coach, responsibilities include building teachers reading capacity to ensure we provide the best literacy instruction possible for student achievement. Mr. Morris provides modeling, co-teaching, professional developments, and share best practices to assist teachers with improving their instructional techniques in order to achieve our Reading goals. In an effort to assist administration, Mr. Morris assists in creating Reading goals, sharing best practices, and assist in

creating school-wide literacy projects to further improve student achievement.

- Vallet Tucker, Literacy Coach responsible for English language Arts (ELA) which covers the FSA through the Language Arts Florida Standards (LAFS).
- Scott Monsky, Math Coach, 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.
- Dayna Bertola, Science Coach, responsibilities include to 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.
- Linda Walden, Career & Technical Education (CTE) Coach responsibilities include Assists 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.
- Judith Gerena, Graduation Coach, responsibilities include Overseeing and tracking the graduation rate, reviews registrations and withdrawals. Overseeing and tracking participation and performance as it relates to school accountability, Dual enrollment coordinator AP coordinator College summit coordinator. Provides support to the following areas: math, college summit, foreign languages, medical magnet and student services, Djj liaison Dean of discipline for 12th grade K-Z, College resource center coordinator
- Nicole Walker, Student Services Chairperson, responsibilities include building the Master Schedule while to ensuring that the teacher & student schedules are done with fidelity, provide academic advisement and Alternate Grade book Manager
- Christina B. Lloyd, Instructional Dean, responsibilities include coordinating the 9th period day; support the FLVS, Science, Social Studies (GOVT/ECO), Recapturing the Vision and Student Services Department. 12th Grade Discipline Dean A-J, payroll reviewer assistant, SIP Coordinator, Title 1 Coordinator, Activities Logistical Assistant and all other duties assigned by Administration
- Ms. VaLinda Brown Hayes – 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
- Alicia Gant, 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. Ms. Gant formulates policies that will implement the philosophy and achieve the objectives for the entire activities program.
- Andre Williams, Director Of Athletics & Dean of Discipline, responsibilities include Student Eligibility, FHSA & 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, 10 Grade Discipline, and Other duties assigned by Principal or AP
- Mr. Hart, Dean of Students, Role and responsibilities include Working with all students, families, faculty and community partners to ensure the success of our students at Miami Northwestern Senior High School. He oversees all Level 1-4 behavioral infractions with regards to discipline. Constructs and oversees student movement protocols in the building and progressive discipline plans. PB Coach, Oversees all positive behavior support in the building. Constructs and promotes behavioral systems that promote positive behavior from our students. Coaches Tier 3 teachers on improving their classroom culture and behavioral systems.

- Cheryl White-Lindsey, Test chairperson, responsibilities include following standards, guidelines, and procedures to ensure the accuracy and validity of all test scores, to safeguard the security of the test content, planning and facilitating test preparation activities before testing, supervising and monitoring during the test administration window and packing and returning all materials after testing.
- Theodore R. Mcrae, UTD Building Steward activities and responsibilities include meeting with administration at the beginning of year to set goals that the union and administration can collaborate and accomplish together, meet with administration bimonthly meetings to ensure that we follow through on those set goals, overlook the elections of teacher of the year, rookie teacher of the year, para professional and EESAC. Mr. Mcrae also mediates any contractual agreements or disagreements between administration and Union members.
- Camille Madison, City Year Program Manager 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.
- Maria Lovett, Faculty Director of The Education Effect, FIU's university community school partnership with Miami Northwestern and the feeder schools in Liberty City; Asst. Professor in Education at FIU.

Dr. Lovett, Directs the partnership which includes identifying needs in the school and aligning university resources and expertise when appropriate, supporting the school's goal of seeing every child graduate from Miami Northwestern and prepared for college and or careers, sustaining and expanding the partnership through fundraising, grant writing and building community, business and university partnerships. Thus to insure that we are working collaboratively with students, faculty, staff and administrators to support three goals: 1) Improve teaching and learning, 2) Increase parental and community engagement; and 3) Promote a college and career going culture

- Jenevie Clark Director of Teen Outreach Program (TOP) responsibilities include maintaining programming deliverables and management of program facilitators to meet programming objectives. She is responsible for developing and maintaining partnerships with Miami Northwestern leadership and community partners and bringing forth new initiatives that meet MNW goals as well as goals set forth by TOP for the students.

Within each meeting below all parties collaborate to make school wide decisions that ensure that student needs and safety are first priority.

- One Voice Meetings- includes the administrative team, meet bi weekly or as needed daily
- CLM- Curriculum Leadership Team meet weekly (Administrators, Instructional Coaches, Instructional Dean, Student Services Chairperson, FIU "Education Effect, and Citi year) Meet weekly
- OLM- Operational Leadership Team meet weekly (Administrators, Discipline Deans, Director of Activities and Athletics, and Head of Security) Meet weekly
- Department Meetings- All department chairpersons- Meet bi- monthly
- Coaches Meetings- Curriculum Coaches meet weekly to discuss positive coaching strategies.

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 Rtl 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 Rtl 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Wallace Aristide	Principal
Ebony Edmonson	Principal
Tran Studwell	Teacher
Scott Monsky	Teacher
Charlyce Woods	Parent
Cleveland Morley	Business/Community
Art Noriega	Business/Community
Robert Malone	Business/Community
Lawarnia Gray	Education Support Employee
Angel Arroyo	Teacher
Christina B Lloyd	Teacher
Daniel Dickey	Teacher
Alicia Gant	Teacher
Camile Madison	Education Support Employee
Dr. Maria Lovett	Business/Community
Elizabeth Allen	Parent
Aaliyah Outler	Student

Duties

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

Evaluation of last year's school improvement plan

At the end of the previous school year, EESAC collaborated with the school's administration, academic coaches, and teachers to review the 2013-2014 SIP and plan using the 8-step process and goal setting. An End of Year worksheet was used to review all goals including those not measured by FCAT 2.0. The findings and recommendations of the evaluation of last year's SIP were discussed at the faculty meeting and presented to the EESAC board.

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.

Preparation of the school's annual budget and plan

The SAC committee will collaborate with administration regarding the annual budget and plan.

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

School improvement funds are expected to be allocated to projects that will enhance student achievement. Some of these projects include, but are not limited too, incentives for student achievement, school-based novel initiatives, and research based competition registration that promote critical thinking.

Total Budget: \$15,941.00

\$2,170.35- School Website (1/14/14)

\$2,999.00 – Refreshments, supplies, teacher and student incentives (4/09/14)

\$3,000.00 – School wide award ceremony (04/09/14)

Balance \$7, 771.65

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

Yes

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

The school is currently out of compliance. Meetings have been held with the PTSA president to discuss elections for Parent Representatives. Five parent representatives and one alternate parent representative is needed. PTSA president anticipates elections to be held sometime after Open House. Date of Open House September 30th, 2014.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Aristide, Wallace	Principal
Austin, Kelly	Assistant Principal
Edmonson, Ebony	Assistant Principal
Tucker, Vallet	Instructional Coach
Morris, Corey	Instructional Coach
Bertola, Dayna	Instructional Coach
Gerena, Judith	Instructional Coach
Lloyd, Christina	Dean
Walden, Linda	Instructional Coach
Monsky, Scott	Instructional Coach
Curtis, Patrick	Assistant Principal
Hayes, Valinda	Other
Walker, Nicole	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. 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. 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, the LLT will oversee the implementation of the Accelerated Reader Program with sophomores and incoming freshmen, the opening of a Poetry Café, and the implementation of literacy blogs. School wide focus calendars are distributed to instructors and strategies for implementation are discussed and modeled at common plannings. This year cross - curriculum planing has been infused in order to ensure that reading is within every core content and electives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Miami Northwestern Senior High School has multiple days throughout the week that teachers organize for collaboration regarding lesson plans. We also use after school collaboration days for grading common assignments that assess student achievement toward specific standards. This allows us to provide student feedback and ensures that we are assessing the rubric with a common goal. We have allocated cross curricular common planning into our master schedule to ensure common grade levels are able to create lessons that align and support other subject areas. Our faculty meetings infuse collaboration amongst peers through the specific professional development tasks

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

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 includes (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, and (4) facilitate workshops that allow teachers to provide feedback as it relates to issues in the school and utilize these times to include teachers in the decision making process of said items.

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

Miami Northwestern Senior high school has the MINT program (Mentoring and Induction for New Teachers) We pair experienced teachers with novice teachers with 3 or more years of teaching in order to build a family feel culture. Mentors meet with mentees once a week and are assigned to a specific mentee. 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. We also have "Bull's take charge" which is an after school PLC that is ran by novice teachers in order to better the craft of teaching for new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Miami Northwestern ensures that instruction is aligned to State Standards by following the Education Transformation Office (ETO) pacing guide, backwards planning strategies, and "unpacking the standards." The ETO pacing guide directly outlines our teacher's planning of instruction. We use backwards planning to ensure that we take the necessary steps to attain the expected outcome from each lesson. We use "unpacking the standard" as a calculated method to scaffold each standard and ensuring that our daily lessons will foster mastery of the standard by the end of the two week focus. . Lesson plans are reviewed by Administrators and Coaches to ensure that Standards are taught with Rigor and with fidelity. District support personnel provide support to the school based on areas of needs.

Instructional Strategies

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 better-aligned instruction. Using data from numerous sources (i.e. prior FCAT and EOC scores, interim assessments, topic assessments, 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.

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: 72

Math Tutorial/ Teacher Office Hours

Tutorials take place four times a week by City Year Corps members in the areas of Math and Reading.

Strategy Rationale

Provide students with an opportunity for small group and one-on-one interactions with teacher to address areas in which the student/teacher needs additional help.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aristide, Wallace, pr7411@dadeschools.net

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

Bi-weekly meetings are held with City Year for the purpose of analyzing academic data gathered on the students that attend tutorials regularly. Tutoring logs, assessment scores for students attending tutoring. Correlational statistics can be compiled comparing assessment scores of students regularly attending tutoring compared to those not attending.

Strategy: Weekend Program

Minutes added to school year: 144

Saturday School has been scheduled for those students who still need to pass the FCAT for graduation. ACT camps are also a part of the Saturday School curriculum. New FSA Saturday School sessions will be implemented after Interim scores have been analyzed.

Strategy Rationale

Students who may not have time to stay after school due to other demands, are able to convene on a non-school day to practice strategies that can be applied to various types of texts found on the Reading FCAT and ACT assessments

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Austin, Kelly, 254980@dadeschools.net

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

Pre and post-test results will be used to determine the effectiveness of weekend sessions and adjustments will be made accordingly.

Strategy: After School Program

Minutes added to school year: 72

Many of the Literacy instructors maintain office hours at least twice a week to assist students with home learning or additional practice on skills introduced during class. The City Year organization plans alongside the Literacy department so that they can better meet the needs of the students during their daily after school tutoring sessions as well.

In collaboration with F.I.U., the juniors and seniors who are either in Honors, AP or Dual Enrollment, are invited to join the Writing Fellows, a group of students who provide peer tutoring services to students who need assistance in their writing. The Writing Center is an idea that is meant to offer mentorship to the entire student body and serve as a vehicle to facilitate the brainstorming that is often an integral part of the writing process. Students meet for an hour after school and ask probing questions to get the writer to self-evaluate their own writing and make insightful changes that will lead to an improved draft.

Strategy Rationale

To support the implementation of afterschool tutoring, research shows that well-designed tutoring programs that use professional educators result in children's reading growth. Besides the effect on reading growth, the after school tutoring time allows students to use technology. Since the new FSA assessment requires students to type their responses, this time allows students to receive practice with this mode of assessment. With regards to the writing fellows, the theoretical underpinning of peer tutoring can be found in the work of social constructivists Piaget and Vygotsky. Piaget argues that cooperation between peers can facilitate thought and discussion conducive to learning (1971).

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Austin, Kelly, 254980@dadeschools.net

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

Interim scores, student work and student surveys will be used to determine the effectiveness of after school tutoring sessions and adjustments will be made accordingly.

Strategy: After School Program

Minutes added to school year: 72

Literacy teachers plan collaboratively after school for an hour once a week on specific days according to grade-level. This planning is additional to the scheduled Common Planning which occurs twice a week during the regular school day. These planning sessions allow teachers to plan cross-curricular lessons with other disciplines that ensure students learn similar strategies in order to maximize instructional effectiveness and learning retention.

Strategy Rationale

Due to the adoption of new Florida Standards Assessment, it is imperative that teachers collaborate to build effective lesson plans that will address the new standards and focus on the students' ability to respond to text in writing. In the following statement, Borko (2004) describes teachers who met regularly to review student work in response to a common assignment. From their joint study of students' strategies, the teachers gained greater understanding of their students' reasoning and adapted their classroom practices to this new knowledge.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Austin, Kelly, 254980@dadeschools.net

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

Interim scores, student work and teacher surveys will be used to determine the effectiveness of uniform strategies shared through collaborative planning and adjustments will be made accordingly.

Strategy: After School Program

Minutes added to school year: 72

Based on Biology student data of unit exams and interim assessments, we will rank students and identify the "bubble" students. These students may be the students who are on the border of passing or failing the EOC. We will invite these students personally to after school Penda Parties where they will utilize the Penda program and help improve their content knowledge. This would also allow the teachers to work with select students individually and this will assist with those students who need extra help, but cannot always receive it during the class.

Strategy Rationale

Bubble students are vital in the final score of the EOC since these students may not pass due to lack of extra help. By identifying bubble kids early, we can begin to target them and create individualized action plans for each student. This program will also be helpful for students who are absent and miss a class, they will be able to come and make up the work in a fun, interactive way.

Persons Responsible: Biology and Biology Research Teachers

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Edmonson, Ebony, edmonson@dadeschools.net

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

We can compile their Penda scores and data and see if their improvement in Penda affects their proficiency exams and interim assessments. We will continue to monitor and identify bubble students and as they move up in proficiency they may no longer be a bubble student and can assist other students as peer mentors.

Strategy: Extended School Day

Minutes added to school year: 72

During Science common planning, the academic coach will provide professional developments on key topics that may assist the whole department. Such PD's may include: higher order thinking techniques, explicit and corrective feedback, differentiated instruction, and other topics that will help develop teachers.

Strategy Rationale

Some PD's need to be presented to the whole department, or may be content specific. Common Planning allows all teachers per subject to meet and discuss issues that may only be prevalent in their course and may not be addressed in another content area. By personalizing PDs in common planning, it ensures that teachers time is being used efficiently and effectively. The smaller groups allows for questions to be answered and modeling of these techniques to occur. They may be presented at any time, so urgent issues can be addressed quickly rather than waiting for the next monthly department meeting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edmonson, Ebony, edmonson@dadeschools.net

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

Teachers will be required to apply the new technique into their lesson plans and they will have to model and demonstrate the strategies being used in the classroom. Administration or academic coaches will need to observe the lessons to determine if further, individualized coaching needs to occur.

Strategy: Summer Program

Minutes added to school year: 144

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

Aristide, Wallace, 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.

Strategy: Before School Program

Minutes added to school year: 72

Math Tutoring/Teacher Office Hours

Strategy Rationale

Provide students with an opportunity for small group and one-on-one interactions with teacher to address areas in which the student/teacher needs additional help.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aristide, Wallace, pr7411@dadeschools.net

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

Tutoring logs, assessment scores for students attending tutoring. Correlational statistics can be compiled comparing assessment scores of students regularly attending tutoring compared to those not attending.

Strategy: Weekend Program

Minutes added to school year: 144

Math Saturday school additional classes/tutoring.

Strategy Rationale

In preparation for upcoming Math End-Of-Course and re-take exams, additional support for students can provide an opportunity for expanded growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aristide, Wallace, pr7411@dadeschools.net

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

Saturday school attendance logs, assessment scores for students attending. Correlational statistics can be compiled comparing assessment scores of students regularly attending compared to those not attending.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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, they are provided with the expectations, high school graduation requirements and the MNW school academic and career offerings. Incoming 9th graders are also able to select their course for the upcoming school year to ensure a smooth transition. Incoming 9th graders are also TRE'd to ensure accuracy for the following school year reading placement. Administrative staffs, Academic Coaches, MNW Student Services and the Education Effect Staff personnel visit middle school 8th graders to express our excitement for their transition to 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. Back to school night, orientations and Grade level parent nights are scheduled with parents to provide the Student's Academic Status update prior to transitioning to the next school year.

Provisions for Senior student's transition are set as it is the vision of the principal that all seniors have a plan for after graduation, which consists of college, armed services or career. The student Services Staff meets with them quarterly, Senior Parent meetings are held twice a year and 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 welcomes students into the College resource center to allow students the for opportunity to apply for colleges and scholarships. College and Vocational career fairs are planed twice a year.

Standard diploma SPED students: Twelfth grade students have Transitional IEP meetings; during the meeting the Transitional Specialist in collaboration with Vocational Rehabilitation Service agency provides the students assistance with college admission, financial aid, and employment opportunities. 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. SPED EBD Clinician provides the student with mini Vocational workshop. Intellectual Disability students: Community Base Vocational Experience (CBVE) is provided for the students weekly. Transitional opportunity to: Goodwill for employment, FIU Panther Life for vocational school and American Airlines Arena for Concession Stand employment

College and Career Readiness

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, Communities in School, Miami Dade College, 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 biannual college and career technical expositions. 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 the necessary process for college admission as well as career planning and preparation. There is also a strong connection between educators and students in promoting the college/career going culture.

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 photo shop)
Certified nursing assistant (CNA)
Certified medical assistant (CMAA)
Electrocardiogram (CET)
Introduction to license practitioner nurse

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 courses have increased and is one of the few schools with full service programs. There is a strong connection between the career and technical education with academic courses as evident through our welding program. Math and welding educators are collaborating to develop lessons that align both curriculums. Another example is the collaboration between science, culinary arts, and the dual enrollment environmental science course through the use of the Aquaponics labs which exposes students to environmental educational issues tied in with technical career.

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 Advanced Placement/ Dual Enrollment offering to expose our students to rigorous college level classes. Student services staff ensures that all students are adequately scheduled for courses that meet the minimum criteria for college entrance.

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.** Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout.
- G2.** Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs.
- G3.** Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS)
- G4.** Miami Northwestern Senior High School will Increase Parental Involvement to assist with increasing student achievement “See Title I PIP” for this goal

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout. 1a

G049709

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
FSA - English Language Arts - Proficiency Rate	45.0
Algebra I EOC Pass Rate	60.0
Bio I EOC Pass	75.0
Geometry EOC Pass Rate	60.0
FAA Reading Proficiency	80.0

Resources Available to Support the Goal 2

- Penda Learning, Gizmos, Discovery Learning, Academic Coaches, Instructional Dean.
- Scott Monsky, Mathematics Coach; Rachel Hazel, School Curriculum Support; Judith Gerena, Graduation Coach; Gabriel Cartagena, Curriculum Support Specialist (CSS); Chanell Madison, Instructional Supervisor; Reading Coaches; Science Coach; Ryan Kyrrola, Manager-Teacher Leadership & Development; City Year; McGraw-Hill Supplemental Materials; Carnegie Cognitive Tutor; Core Textbooks; Gizmos; Promethean Boards; Tablets for 9th Grade Students; PENDA; Education Effect; Algebra Project
- Professional development training, common planning, coaching cycles, and lesson studies, common planning protocol and unpacking protocol document.

Targeted Barriers to Achieving the Goal 3

- Science Lessons are not infused with higher order thinking questions and active reading and writing strategies.
- Math Lessons are not created with enough rigor to generate rigorous level student outcomes .
- Due to the complexity of the new standards,there is a need to ensure Literacy instructors are aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products. Due to the lack of effective planning for differentiated instruction and the subjective or open ended data sources , transitioning to small group instruction has been difficult.
- Cognitive Development Skills are not infused into Sped Lessons

Plan to Monitor Progress Toward G1. 8

The process used to determine the effectiveness of these strategies are data driven instruction through:
-Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Data Chats

Person Responsible

Wallace Aristide

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

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

G2. Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs. 1a

G050004

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Plant it Forward Grant
- FIU Education Effect Partnership
- CTE instructors
- CTE Instructional Coach
- Science Instructors
- Science Coach
- Environmental Dual Enrollment Instructor
- A partnership with Big Brothers Big Sisters provides meaningful, hands-on internships for students at various corporations.
- A joint venture with South Florida Educational Federal Credit Union provides students with marketing and finance internships at our on-site student operated credit union.

Targeted Barriers to Achieving the Goal 3

- The number of students with flexibility in their schedules to include a CTE course(s) year to year is a major barrier.

Plan to Monitor Progress Toward G2. 8

Review State and district data roster of all graduating seniors that have earned a merit diploma.

Person Responsible

Wallace Aristide

Schedule

On 11/26/2014

Evidence of Completion

The number of students that are on track to graduate with a merit diploma and qualify for a bright future scholarship

G3. Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS) 1a

G049589

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
Attendance Below 90%	10.0
Students exhibiting two or more EWS indicators (Total)	30.0
Attendance rate	98.0
One or More Suspensions	20.0
GPA below 2.0 - H.S.	15.0
Level 1 - All Grades	30.0

Resources Available to Support the Goal 2

- Graduation Coach
- School Counselors
- Administration
- Registrar
- 9th Period Day Credit Recovery Program
- Test Chairperson
- Attendance Manager

Targeted Barriers to Achieving the Goal 3

- The new high school graduation requirements must be advised with fidelity to seniors

Plan to Monitor Progress Toward G3. 8

The Graduation Review Report

Person Responsible

Wallace Aristide


Schedule

Monthly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Projected student on time graduation data that are on track with all of their graduation requirements, Counselor's Conference Binders, Student Data

G4. Miami Northwestern Senior High School will Increase Parental Involvement to assist with increasing student achievement “See Title I PIP” for this goal 1a

 G049899

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout. **1**

 G049709

G1.B1 Science Lessons are not infused with higher order thinking questions and active reading and writing strategies. **2**

 B124453

G1.B1.S1 Increase Effective Science Planning **4**

 S136361

Strategy Rationale

Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

Action Step 1 **5**

Provide Professional Development on "Grouping Students based on Data" to Science teachers

Person Responsible

Dayna Bertola

Schedule

On 10/13/2014

Evidence of Completion

Common Planning Agenda and Lesson Plans

Action Step 2 5

Guide teachers into preparing scaffolded lessons that include DI groupings based on data.

Person Responsible

Dayna Bertola

Schedule

Biweekly, from 9/24/2014 to 10/23/2014

Evidence of Completion

Data Binders, Professional development rosters, Professional development deliverables (PD presentation, handouts, materials) Lesson Plans

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

Implementation by Science teachers of the scaffolded lessons with the DI groups.

Person Responsible

Ebony Edmonson

Schedule

Daily, from 10/13/2014 to 10/31/2014

Evidence of Completion

Lesson Plans and administrative walk throughs logs Data Analysis documentation , Student Grouping Templates , Targeted Grouping detailed in lesson plans , Documentation of teacher's needing additional support

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

Conduct coaching cycles for teachers in need of additional support with effective data-driven instruction that targets students' needs by the Instructional Coach and ETO support staff.

Person Responsible

Ebony Edmonson


Schedule

Weekly, from 9/24/2014 to 11/14/2014


Evidence of Completion

o Documentation of debrief following modeling session o Coaching Logs and CSS support documents o Evidence of student work based on data-driven instruction o Note Taking/Note Making Documentation

G1.B2 Math Lessons are not created with enough rigor to generate rigorous level student outcomes . 2

 B124729

G1.B2.S1 Accountable Talk & Questioning Strategies 4

 S136648

Strategy Rationale

Engaging students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies allows the instructor to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

Action Step 1 5

Provide professional development during common planning on question stems that align with higher-order thinking and the scaffolding of questions.

Person Responsible

Wallace Aristide

Schedule

Biweekly, from 9/24/2014 to 10/24/2014

Evidence of Completion

Common Planning Logs

Action Step 2 5

Develop sample questions using question stems that will be modeled and discussed during common planning for the effective implementation during instruction.

Person Responsible

Wallace Aristide

Schedule

On 10/9/2014

Evidence of Completion

Common Planning Logs; Common Planning Products; Observation Notes

Action Step 3 **5**

Provide students with the opportunity to reflect, summarize, and/or justify culminating concepts and conjectures.

Person Responsible

Wallace Aristide

Schedule

On 10/16/2014

Evidence of Completion

Student Work Folders; Student Journals

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Review and reflect on sample student work folders and journals during common planning.

Person Responsible

Wallace Aristide

Schedule

On 10/27/2014

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 **7**

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

Person Responsible

Wallace Aristide


Schedule

On 11/26/2014

Evidence of Completion

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

G1.B2.S2 Implementation of the Mathematical Practices 4

 S136649

Strategy Rationale

Incorporating the eight mathematical practices into the instructional process to allow opportunities for multiple representations, use of manipulatives, and the incorporation various problems situations to assist students in making connections and develop mathematical meaning.

Action Step 1 5

Provide professional development on the math practices and their implication on instruction.

Person Responsible

Wallace Aristide

Schedule

On 11/4/2014

Evidence of Completion

Common Planning Logs; Common Planning Products

Action Step 2 5

Develop specific learning activities (i.e. investigations, modeling) that support the foundational practices (MP.1 & MP.6) to be included on a consistent basis.

Person Responsible

Wallace Aristide

Schedule

On 11/12/2014

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals; Observation Notes; Lesson Plans

Action Step 3 5

Provide opportunities throughout the lesson for students to construct viable arguments and evaluate the arguments of others.

Person Responsible

Wallace Aristide

Schedule

On 11/18/2014

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals; Observation Notes; Lesson Plans

Action Step 4 5

Develop precision in language, practice, explanation and demonstration of the standards in lesson planning and class instruction.

Person Responsible

Wallace Aristide

Schedule

On 11/26/2014

Evidence of Completion

Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals; Observation Notes; Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitor the implementation of the instructional routine through walkthrough and student work samples.

Person Responsible

Schedule

Evidence of Completion

Common Planning Logs; Student Work Folders; Student Journals; Observation Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Provide support on the implementation of the mathematical practices through coaching cycles and administrative walkthroughs.

Person Responsible

Schedule


Evidence of Completion

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

G1.B3 Due to the complexity of the new standards, there is a need to ensure Literacy instructors are aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products. Due to the lack of effective planning for differentiated instruction and the subjective or open ended data sources, transitioning to small group instruction has been difficult. 2

 B124780

G1.B3.S1 Implement "Effective planning and instructional delivery with the Language Arts Florida Standards for all learners. (ELL and SPED.) 4

 S136693

Strategy Rationale

Effective planning assist teachers in building a road map for what content and or skill the students need to learn and how they will learn it. Planning student outcomes through a backward planning model which looks at an end culminating product, student data, and daily learning targets that help build with an idea of the end in mind.

Action Step 1 5

Provide support through the ETO Curriculum Support Specialists to the coaches to facilitate common planning and to develop a greater understanding of the backward planning process to tie the culminating end product to demonstrate mastery of the learning target.

Person Responsible

Kelly Austin

Schedule

Daily, from 9/24/2014 to 11/7/2014

Evidence of Completion

Support document, Work folders and lesson plans.

Action Step 2 5

Design a professional development plan and execute through various venues such as observational classrooms and debriefs, lesson study, professional learning communities (Bull's Take Charge) and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners. (SPED and ELL)

Person Responsible

Kelly Austin

Schedule

Daily, from 9/24/2014 to 11/21/2014

Evidence of Completion

Professional Development Plan, Instructional Walkthrough documents, student work folders, sign-in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), before-during-after instructional activities (for both whole group and small group sessions), and daily/weekly end products.

Person Responsible

Kelly Austin

Schedule

Biweekly, from 9/24/2014 to 11/21/2014

Evidence of Completion

Instructional Walkthroughs documents, lesson plans, sign-in sheets, student work folders, common planning agendas.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Develop a procedure showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work .

Person Responsible

Kelly Austin

Schedule

Daily, from 9/24/2014 to 11/21/2014

Evidence of Completion

Instructional Walkthroughs, student work folders, lesson plans.

G1.B4 Cognitive Development Skills are not infused into Sped Lessons 2

 B125141

G1.B4.S1 Train teachers to use access points with fidelity 4

 S137071

Strategy Rationale

Action Step 1 5

-Train teachers to effectively implement Access Points. -

Person Responsible

Ebony Edmonson

Schedule

On 10/13/2014

Evidence of Completion

Review professional development agendas and sign-in sheets.

Action Step 2 5

Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Person Responsible

Schedule

Daily, from 10/13/2014 to 5/1/2015

Evidence of Completion

lesson Plans, Classroom Observation Student work folder Coaches Log

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review student work folders for evidence that strategies have been implemented.

Person Responsible

Ebony Edmonson

Schedule

Biweekly, from 10/27/2014 to 11/26/2014

Evidence of Completion

The creation of lesson plans that reflect implementation strategies for word meaning and critical thinking and rigorous tasks. • Classroom Observations • Monitor common planning discussions

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Interim Assessments, FAIR Testing and FAA assessment data will be collected to measure success of strategies. Strategies will be kept, modified, or changed based on the results of the data.

Person Responsible

Ebony Edmonson

Schedule

Quarterly, from 11/24/2014 to 11/26/2014


Evidence of Completion

Analysis of data report, meeting minutes, agendas, data reports.

G2. Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs. 1

 G050004

G2.B2 The number of students with flexibility in their schedules to include a CTE course(s) year to year is a major barrier. 2

 B125137

G2.B2.S1 Create a data base to track CTE student data more efficiently. 4

 S138064

Strategy Rationale

To ensure more students become eligible to earn a bright future scholarships and merit diploma which indicates students have earned an industry certification thus preparing the students for a career in the business world.

Action Step 1 5

Collaborate with student services to ensure that students are placed in CTE course sequence accurately

Person Responsible

Patrick Curtis

Schedule

Weekly, from 8/25/2014 to 11/26/2014

Evidence of Completion

CTE data binder which contains each CTE students student course history.

Action Step 2 5

Provide a professional development with CTE instructors regarding tracking students placement CTE data

Person Responsible

Linda Walden

Schedule

On 10/14/2014

Evidence of Completion

Sign in rosters, agenda, hand on activity

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Examine the CTE DATA placement

Person Responsible

Patrick Curtis

Schedule

Monthly, from 10/21/2014 to 11/26/2014

Evidence of Completion

Data binder, Student Schedules

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor the subject selection process is effective with correct placement

Person Responsible

Patrick Curtis

Schedule

Biweekly, from 9/24/2014 to 11/26/2014


Evidence of Completion

Subject selection Placement

G3. Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS) 1

 G049589

G3.B2 The new high school graduation requirements must be advised with fidelity to seniors 2

 B124116

G3.B2.S1 Establish procedures for consistent communication between 12th grade students, parents and counselors to ensure students are making adequate progress toward fulfilling graduation requirements. Investing students in taking ownership of their graduation requirements. 4

 S135982

Strategy Rationale

Set routine meetings with graduation Coach and 12th grade counselors to receive progress updates.

Action Step 1 5

Provide counselor an in-depth professional development on new graduation requirements based on cohort along with semesterizations, course recovery/forgiveness, and analysing student histories.

Person Responsible

Ebony Edmonson

Schedule

On 10/24/2014

Evidence of Completion

Counselors can effectively analyze student histories and provide adequate intervention to ensure students fulfill graduation requirements.

Action Step 2 5

Implement best practices for established procedures for semesterization, forgives, new registrations, and on-going monitoring of senior cohort.

Person Responsible

Ebony Edmonson

Schedule

Daily, from 9/24/2014 to 11/26/2014

Evidence of Completion

Higher number of students with GPAs above a 2.2 and credits as evident on student histories.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Establish routine meetings between graduation coach and counselors to receive progress updates.

Person Responsible

Ebony Edmonson

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Counselors will effectively communicate on individual student progress evident by documented student progress.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor of Student Progress by consistently reviewing graduation status of each students with the counselors and checking for met requirements for graduation.

Person Responsible

Ebony Edmonson

Schedule

Monthly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Student data, Grade Point average Report, Credit Salvage Report, Student Histories

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Provide counselor an in-depth professional development on new graduation requirements based on cohort along with semesterizations, course recovery/forgiveness, and analysing student histories.	Edmonson, Ebony	10/24/2014	Counselors can effectively analyze student histories and provide adequate intervention to ensure students fulfill graduation requirements.	10/24/2014 one-time
G1.B1.S1.A1	Provide Professional Development on "Grouping Students based on Data" to Science teachers	Bertola, Dayna	10/13/2014	Common Planning Agenda and Lesson Plans	10/13/2014 one-time
G1.B2.S1.A1	Provide professional development during common planning on question stems that align with higher-order	Aristide, Wallace	9/24/2014	Common Planning Logs	10/24/2014 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	thinking and the scaffolding of questions.				
G1.B2.S2.A1	Provide professional development on the math practices and their implication on instruction.	Aristide, Wallace	11/4/2014	Common Planning Logs; Common Planning Products	11/4/2014 one-time
G1.B3.S1.A1	Provide support through the ETO Curriculum Support Specialists to the coaches to facilitate common planning and to develop a greater understanding of the backward planning process to tie the culminating end product to demonstrate mastery of the learning target.	Austin, Kelly	9/24/2014	Support document, Work folders and lesson plans.	11/7/2014 daily
G1.B4.S1.A1	-Train teachers to effectively implement Access Points. -	Edmonson, Ebony	10/13/2014	Review professional development agendas and sign-in sheets.	10/13/2014 one-time
G2.B2.S1.A1	Collaborate with student services to ensure that students are placed in CTE course sequence accurately	Curtis, Patrick	8/25/2014	CTE data binder which contains each CTE students student course history.	11/26/2014 weekly
G3.B2.S1.A2	Implement best practices for established procedures for semesterization, forgives, new registrations, and on-going monitoring of senior cohort.	Edmonson, Ebony	9/24/2014	Higher number of students with GPAs above a 2.2 and credits as evident on student histories.	11/26/2014 daily
G1.B1.S1.A2	Guide teachers into preparing scaffolded lessons that include DI groupings based on data.	Bertola, Dayna	9/24/2014	Data Binders, Professional development rosters, Professional development deliverables (PDpresentation, handouts, materials) Lesson Plans	10/23/2014 biweekly
G1.B2.S1.A2	Develop sample questions using question stems that will be modeled and discussed during common planning for the effective implementation during instruction.	Aristide, Wallace	10/9/2014	Common Planning Logs; Common Planning Products; Observation Notes	10/9/2014 one-time
G1.B2.S2.A2	Develop specific learning activities (i.e. investigations, modeling) that support the foundational practices (MP.1 & MP.6) to be included on a consistent basis.	Aristide, Wallace	11/12/2014	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals; Observation Notes; Lesson Plans	11/12/2014 one-time
G1.B3.S1.A2	Design a professional development plan and execute through various venues such as observational classrooms and debriefs, lesson study, professional learning communities (Bull's Take Charge) and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners. (SPED and ELL)	Austin, Kelly	9/24/2014	Professional Development Plan, Instructional Walkthrough documents, student work folders, sign-in sheets, agendas	11/21/2014 daily
G1.B4.S1.A2	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.		10/13/2014	lesson Plans, Classroom Observation Student work folder Coaches Log	5/1/2015 daily
G2.B2.S1.A2	Provide a professional development with CTE instructors regarding tracking students placement CTE data	Walden, Linda	10/14/2014	Sign in rosters, agenda, hand on activity	10/14/2014 one-time
G1.B2.S1.A3	Provide students with the opportunity to reflect, summarize, and/or justify culminating concepts and conjectures.	Aristide, Wallace	10/16/2014	Student Work Folders; Student Journals	10/16/2014 one-time
G1.B2.S2.A3	Provide opportunities throughout the lesson for students to construct viable arguments and evaluate the arguments of others.	Aristide, Wallace	11/18/2014	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals; Observation Notes; Lesson Plans	11/18/2014 one-time
G1.B2.S2.A4	Develop precision in language, practice, explanation and demonstration of the	Aristide, Wallace	11/26/2014	Common Planning Logs; Common Planning Products; Student Work	11/26/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	standards in lesson planning and class instruction.			Folders; Student Journals; Observation Notes; Lesson Plans	
G1.MA1	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Data Chats	Aristide, Wallace	9/24/2014	Meeting Agendas, Meeting minutes, data reports,FAA assessment data	11/26/2014 weekly
G1.B1.S1.MA1	Conduct coaching cycles for teachers in need of additional support with effective data-driven instruction that targets students' needs by the Instructional Coach and ETO support staff.	Edmonson, Ebony	9/24/2014	o Documentation of debrief following modeling session o Coaching Logs and CSS support documents o Evidence of student work based on data-driven instruction o Note Taking/Note Making Documentation	11/14/2014 weekly
G1.B1.S1.MA1	Implementation by Science teachers of the scaffolded lessons with the DI groups.	Edmonson, Ebony	10/13/2014	Lesson Plans and administrative walk throughs logs Data Analysis documentation , Student Grouping Templates ,Targeted Grouping detailed in lesson plans , Documentation of teacher's needing additional support	10/31/2014 daily
G1.B2.S1.MA1	Provide support on the implementation of accountable talk and questioning strategies through coaching cycles and administrative walkthroughs.	Aristide, Wallace	11/26/2014	Coaching Calendar; Coaching Log; Observation Notes; Leadership Meeting Notes	11/26/2014 one-time
G1.B2.S1.MA1	Review and reflect on sample student work folders and journals during common planning.	Aristide, Wallace	10/27/2014	Common Planning Logs; Common Planning Products; Student Work Folders; Student Journals	10/27/2014 one-time
G1.B3.S1.MA1	Develop a procedure showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work .	Austin, Kelly	9/24/2014	Instructional Walkthroughs, student work folders, lesson plans.	11/21/2014 daily
G1.B3.S1.MA1	Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), before-during-after instructional activities (for both whole group and small group sessions), and daily/weekly end products.	Austin, Kelly	9/24/2014	Instructional Walkthroughs documents, lesson plans, sign-in sheets, student work folders, common planning agendas.	11/21/2014 biweekly
G1.B4.S1.MA1	Interim Assessments, FAIR Testing and FAA assessment data will be collected to measure success of strategies. Strategies will be kept, modified, or changed based on the results of the data.	Edmonson, Ebony	11/24/2014	Analysis of data report, meeting minutes, agendas, data reports.	11/26/2014 quarterly
G1.B4.S1.MA1	Review student work folders for evidence that strategies have been implemented.	Edmonson, Ebony	10/27/2014	The creation of lesson plans that reflect implementation strategies for word meaning and critical thinking and rigorous tasks. • Classroom Observations •Monitor common planning discussions	11/26/2014 biweekly
G1.B2.S2.MA1	Provide support on the implementation of the mathematical practices through coaching cycles and administrative walkthroughs.		11/26/2014	Coaching Calendar; Coaching Log; Observation Notes; Leadership Meeting Notes	one-time
G1.B2.S2.MA1	Monitor the implementation of the instructional routine through walkthrough and student work samples.		11/26/2014	Common Planning Logs; Student Work Folders; Student Journals; Observation Notes	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Review State and district data roster of all graduating seniors that have earned a merit diploma.	Aristide, Wallace	9/24/2014	The number of students that are on track to graduate with a merit diploma and qualify for a bright future scholarship	11/26/2014 one-time
G2.B2.S1.MA1	Monitor the subject selection process is effective with correct placement	Curtis, Patrick	9/24/2014	Subject selection Placement	11/26/2014 biweekly
G2.B2.S1.MA1	Examine the CTE DATA placement	Curtis, Patrick	10/21/2014	Data binder, Student Schedules	11/26/2014 monthly
G3.MA1	The Graduation Review Report	Aristide, Wallace	9/24/2014	Projected student on time graduation data that are on track with all of their graduation requirements, Counselor's Conference Binders, Student Data	11/26/2014 monthly
G3.B2.S1.MA1	Monitor of Student Progress by consistently reviewing graduation status of each students with the counselors and checking for met requirements for graduation.	Edmonson, Ebony	9/24/2014	Student data, Grade Point average Report, Credit Salvage Report, Student Histories	11/26/2014 monthly
G3.B2.S1.MA1	Establish routine meetings between graduation coach and counselors to receive progress updates.	Edmonson, Ebony	9/24/2014	Counselors will effectively communicate on individual student progress evident by documented student progress.	11/26/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout.

G1.B1 Science Lessons are not infused with higher order thinking questions and active reading and writing strategies.

G1.B1.S1 Increase Effective Science Planning

PD Opportunity 1

Provide Professional Development on "Grouping Students based on Data" to Science teachers

Facilitator

Science Coach Bertola

Participants

Biology Teachers

Schedule

On 10/13/2014

G1.B2 Math Lessons are not created with enough rigor to generate rigorous level student outcomes .

G1.B2.S1 Accountable Talk & Questioning Strategies

PD Opportunity 1

Provide professional development during common planning on question stems that align with higher-order thinking and the scaffolding of questions.

Facilitator

Scott Monsky, Mathematics Coach; Rachel Hazel, School Curriculum Support; Gabriel Cartagena, CSS; Wallace Aristide, Principal

Participants

Math instructors

Schedule

Biweekly, from 9/24/2014 to 10/24/2014

G1.B2.S2 Implementation of the Mathematical Practices

PD Opportunity 1

Provide professional development on the math practices and their implication on instruction.

Facilitator

Scott Monsky, Mathematics Coach; Rachel Hazel, School Curriculum Support; Gabriel Cartagena, CSS; Wallace Aristide, Principal

Participants

Math Instructors

Schedule

On 11/4/2014

G1.B3 Due to the complexity of the new standards, there is a need to ensure Literacy instructors are aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products. Due to the lack of effective planning for differentiated instruction and the subjective or open ended data sources, transitioning to small group instruction has been difficult.

G1.B3.S1 Implement "Effective planning and instructional delivery with the Language Arts Florida Standards for all learners. (ELL and SPED.)

PD Opportunity 1

Design a professional development plan and execute through various venues such as observational classrooms and debriefs, lesson study, professional learning communities (Bull's Take Charge) and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners. (SPED and ELL)

Facilitator

Instructional Coaches, Teachers, Professional Development Liaison, Assistant Principal, and Principal.

Participants

Literacy Team

Schedule

Daily, from 9/24/2014 to 11/21/2014

G1.B4 Cognitive Development Skills are not infused into Sped Lessons

G1.B4.S1 Train teachers to use access points with fidelity

PD Opportunity 1

-Train teachers to effectively implement Access Points. -

Facilitator

Valinda Hayes

Participants

SPED Instructors

Schedule

On 10/13/2014

G2. Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs.

G2.B2 The number of students with flexibility in their schedules to include a CTE course(s) year to year is a major barrier.

G2.B2.S1 Create a data base to track CTE student data more efficiently.

PD Opportunity 1

Provide a professional development with CTE instructors regarding tracking students placement CTE data

Facilitator

Ms. Linda Walden

Participants

All CTE instructors

Schedule

On 10/14/2014

G3. Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS)

G3.B2 The new high school graduation requirements must be advised with fidelity to seniors

G3.B2.S1 Establish procedures for consistent communication between 12th grade students, parents and counselors to ensure students are making adequate progress toward fulfilling graduation requirements. Investing students in taking ownership of their graduation requirements.

PD Opportunity 1

Provide counselor an in-depth professional development on new graduation requirements based on cohort along with semesterizations, course recovery/forgiveness, and analysing student histories.

Facilitator

Judith Gerena

Participants

School Counselors

Schedule

On 10/24/2014

Technical Assistance Items

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

G1. Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout.

G1.B1 Science Lessons are not infused with higher order thinking questions and active reading and writing strategies.

G1.B1.S1 Increase Effective Science Planning

PD Opportunity 1

Guide teachers into preparing scaffolded lessons that include DI groupings based on data.

Facilitator

Science Coach Dayna Bertola

Participants

Science Instructors

Schedule

Biweekly, from 9/24/2014 to 10/23/2014

G1.B2 Math Lessons are not created with enough rigor to generate rigorous level student outcomes .

G1.B2.S1 Accountable Talk & Questioning Strategies

PD Opportunity 1

Develop sample questions using question stems that will be modeled and discussed during common planning for the effective implementation during instruction.

Facilitator

Mathematics Teachers; Scott Monsky, Mathematics Coach; Rachel Hazel, School Curriculum Support; Wallace Aristide, Principal

Participants

Math Instructors

Schedule

On 10/9/2014

Budget Rollup

Summary	
Description	Total
Goal 1: Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout.	4,000
Goal 2: Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs.	10,000
Goal 3: Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS)	1,000
Grand Total	15,000

Goal 1: Miami Northwestern Senior High School will increase student achievement by improving core instruction across all content areas and incorporate literacy and writing throughout.

Description	Source	Total
B1.S1.A1	Title I Part A	1,000
B1.S1.A2		500
B2.S1.A1	Title I Part A	500
B2.S2.A1	Title I Part A	500
B3.S1.A2	Title I Part A	1,000
B4.S1.A1	Title I Part A	500
Total Goal 1		4,000

Goal 2: Miami Northwestern Senior School will prepare students to be college and career ready through the infusion of STEM and/or CTE initiatives and programs.

Description	Source	Total
B2.S1.A2	Title I Part A	10,000
Total Goal 2		10,000

Goal 3: Miami Northwestern Senior High School Student Services Department will increase the graduation rate by continuously monitoring the cohorts, reducing the amount of at-risk students with early warning signs to ensure on time graduation . (EWS)

Description	Source	Total
B2.S1.A1	Title I Part A	1,000
Total Goal 3		1,000