

# Miami Norland Senior High School



# 2015-16 School Improvement Plan

## Miami Norland Senior High School

1050 NW 195TH ST, Miami, FL 33169

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

### School Demographics

#### School Type

High

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

79%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

99%

### School Grades History

Year  
Grade

2014-15  
C\*

2013-14  
B

2012-13  
A

2011-12  
A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 Norland Senior High School is to provide a quality experience that will educate students to fulfill their roles as responsible, productive citizens who respect individuality, cultural differences, and realize their potential as life-long learners.

##### **Provide the school's vision statement**

The vision of Miami Norland Senior High School is to endeavor to be the exemplar for academic, social, and cultural values for the greater Miami Norland community. We strive to facilitate the embrace of ever higher academic achievement, the joy of cultural diversity, and the importance of social responsibility and conscience among the students and staff. We envision a community where these beliefs and values will be supported and embraced by all of our stakeholders. The realization of this vision will be a future where our students will make positive local, national, and global contributions through the internalization and actualization of lifelong academic social, and emotional development and welfare.

#### School Environment

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

At Miami Norland, we learn about our student's culture and build relationships through various avenues. We ensure all teachers and students are exposed to the diverse population of students through professional development, assemblies, and we allow all stakeholders to participate in team building activities.

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

We create an environment where students feel safe and respected by building positive relationships with all stakeholders. We attain this goal by ensuring our students understand they are apart of our learning community and providing care at all times. In addition, we create an environment that encourages students to have a voice about learning and enthusiasm about matriculating to post secondary education.

##### **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-wide behavior system entails our Positive Behavior Support Team (PBS). Our PBS team created a behavior plan that focuses on encouraging our students to continue building their academic skills and becoming more efficient in their classes. Teachers and students are aware of this plan and through this plan we award students best on their abilities to continue academic and behavior success.

##### **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**



We are able to ensure our students are being provided social-emotional needs of every student through our Student Services department. Our team of individuals are committed and passionate in ensuring that are students social-emotional needs are met by providing individual counseling and other pupil services. More importantly, our students are provided mentoring services by City Year core members.

### 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

Students who miss 10% or more of available instructional time.  
Students in 9th grade with one or more absences within the first 20 days.  
Students in ninth grade who fail two or more courses in any subject.  
Students with grade point average less than 2.0.  
Students who fail to progress on-time to tenth grade.  
Students who receive two or more behavioral referrals.  
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.

#### 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	50	24	1	5	80
One or more suspensions	57	44	10	18	129
Course failure in ELA or Math	20	55	7	3	85
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	57	44	10	18	129

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

Miami Norland Senior provides several avenues to improve the academic performance of students who are identified by the early warning system. Academic and behavioral support systems are provided that focus on analyzing literature on scientifically based behavior assessment and intervention approaches. This curriculum identifies systematic patterns of student needs, evidence-based intervention strategies, and assist in the design and implementation for progress monitoring, data collection, and data analysis.

### 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**

Refer for the website below to view the Parent Involvement Plan.

<https://www.fldoe.org/flbpso/pi/pdf/county/dade.pdf>

**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**

We build and sustain partnerships with the local community in several ways. As a team, we take pride in building and sustaining partnerships with the local community by conducting comprehensive needs assessments to ensure the unique and diverse needs of our students are met.

**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:**

Name	Title
Lee, Reginald	Principal
Bulnes, Jorge	Assistant Principal
Ladd, David	Assistant Principal
Calixte, Teandra	Assistant Principal
Gilzean, Chanda	Assistant Principal
Roker, Tamara	Instructional Coach
Yearby, Tannysha	Instructional Coach
Roberts, Ernest	Administrative Support
Knight, Christina	Instructional Coach
Lacosse, Rudy	Instructional Coach

**Duties**

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

The RTI Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discusses clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The information provided to the Educational Excellence School

Advisory Committee to help develop the SIP.

1. The Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team monitors the fidelity of the delivery of instruction and intervention.
3. The Leadership Team provides levels of support and interventions to students based on data.

**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**

At Miami Norland Senior High, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (during school intervention programs, Saturday Academy or summer school). The district coordinates with Title I in ensuring staff development needs are provided. Support services are provided to students. Instructional 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 needs 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.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Reginald Lee	Principal
Errol Cooper	Business/Community
Cleveland Roberts	Teacher
Doneal Ford	Parent
Ernest Roberts	Teacher
Vernon Ford	Teacher
Carolyn Marigolin	Business/Community
Marquita Smith	Business/Community
Rene Oconnor	Teacher

#### 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*

Last year, our school improvement plan was created, implemented, and evaluated with our leadership team and the Educational Excellence of School Advisory Council (EESAC). Every month, our teams would meet, discuss, and plan based on data provided by assessments. During implementation of the

plan, the leadership team monitors the fidelity and effectiveness of the plan. After findings, the leadership team shares their findings with the EESAC members and the information is specified in the school improvement plan.

*Development of this school improvement plan*

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The EESAC must give the final approval of the School Improvement Plan, the MidYear Review, and the End-of-Year Review. In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of the Florida State assessments and district/state assessments.

*Preparation of the school's annual budget and plan*

With support from the Educational Excellence School Advisory Council (EESAC), we are able to create and implement our yearly budget. Specifically, the leadership team and the EESAC members review and determine the needs of the students, based on data, and finalize the plan before any decisions are made.

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

The school improvement funds will be used to support literacy initiatives across the curriculum, such as Stop Drop and Read. Also, these funds will support our school wide initiatives.

***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*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Lee, Reginald	Principal
Bulnes, Jorge	Assistant Principal
Ladd, David	Assistant Principal
Calixte, Teandra	Assistant Principal
Gilzean, Chanda	Assistant Principal
Roker, Tamara	Instructional Coach
Koonce, Dina	Other
Pinder, Vanette	Other
Roberts, Ernest	Administrative Support
Yearby, Tannysha	Instructional Coach
Knight, Christina	Instructional Coach
Lacosse, Rudy	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will focus on two major initiatives for the 2014-215 school year:

- Continue to facilitate Stop Drop and Read Initiative and add to the school-wide activities/incentives
- Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
- Facilitate professional development on school-wide reading strategies and fidelity to strategies across the curriculum.
- Incorporating reading interventions into literacy classes (Reading, Language Arts, Writing and Freshman Experience)
- Incorporating literacy activities across the curriculum and promote literacy with parents and community stakeholders.

**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**

We take pride in ensuring all stakeholders are involved in a positive working relationship between the teachers, including planning and instruction. We consistently make efforts by providing time in the master schedule for common planning that focuses on instruction. During this time, every department has a specific period that they meet with their colleagues to create lesson plans that are based on data and the various needs of the students.

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

Miami Norland participates in several avenues to ensure highly qualified individuals are hired. The administration participates in job fairs, internship opportunities, and district offered recruitment programs. The Principal is responsible for teacher recruitment.

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

Miami Norland implements the Mentoring and Induction for New Teachers (MINT) Program.

Mentor/Mentee/Rationale/Planned Mentoring Activities:

Barbara Dunbar/Laurel Hutchinson/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Barbara Dunbar/Jessica Valadez/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Christina Knight/Vanetta Gay/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Christina Knight/Sarah Johnson/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Valencia Beaufort/Ester Paulino/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Tannysha Yearby/Jeremiah Rodriguez-Schwartz/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Vernon Ford/Alicia Miller/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Benjamin Young/Dominic Archibald/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

**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***

We ensure Miami Norland's core instructional programs and materials are aligned to the Florida Standards in several ways. First, teachers are required to utilize pacing guides and an instructional focus calendar that are aligned to the Florida Standards. Also, teachers are required to provide lesson plans that are aligned to the Language Arts Standards. More importantly, teachers implement differentiated instruction to drive their daily instruction to assist with re-mediating deficiencies.

### 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***

After students are assessed based on district made assessments, teachers are trained on how to read and utilize the data. Once students are fully competent on understanding the data, the teachers use the data to provide differentiated instruction to meet the diverse needs of the students. Furthermore, once students are taught utilizing data, every two weeks, teachers administer a mini assessment to further progress monitor the results of the students. If the data shows that the students are not making adequate progress, the teachers reteach the deficient standard.

***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:** Extended School Day

**Minutes added to school year:** 60

Secondary School Reform is funded by the Miami Dade County Public Schools, which offers schools the opportunity to have an eighth period day. This program offers additional courses for students to complete course recovery needed for graduation.

#### **Strategy Rationale**

This strategy allows the school to provide supplemental instruction for student who need course recovery that may be needed for graduation.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Lee, Reginald, teandra82@hotmail.com

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

Data will be based on the new Language Arts Florida Standards. This data is collected utilizing the district's software. The data is analyzed through professional development, common planning, and teacher collaboration. The effectiveness of this strategy is determined by administrative walkthroughs, data com, data chats, and administrative observations.

## 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***

N/A

### 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 Norland offers four Career Academies: Academy of Sports Marketing and Hotel Management, Academy of Informational Technology, Academy of Biotechnology & Forensic Science and The Academy of Instrumental Musicians. Teachers are assigned to an academy and performance based projects are assigned within an academy to ensure the student base knowledge for career direction is acquired. This laser-like focus allows students to prepare for post secondary institutions, vocational courses, armed forces, and the world of work.

The College Board AP Potential Report is used to help target students for Honors and Advanced Placement courses, which provides students a more rigorous course work to prepare them for postsecondary institutions. Norland has efforts in Place to increase the number of advanced courses offered to students across the curriculum. These efforts include Dual Enrollment courses to all eleventh and twelfth grade students in the areas of Business, English, Mathematics and Sports and Management.

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

Miami Norland Senior High incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by affording students the opportunity to connect the academics to real world settings.

Students have an array of elective courses to choose from in the fields of fine and performing arts, business, construction, et al. Teachers individually market these programs prior to Subject Selection using BTV, flyers, and announcements.

All students participate in a Curriculum Overview held by the Student Services Division in February. They receive flowcharts for their respective academies, review requirements for graduation, and have the opportunity for a question and answer session. After completing the subject selection form, each student meets individually with their counselor to ensure that their Course History and accrued credits are on track towards graduation.

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

Supporting Secondary School Reform, the Articulation Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievements, personal/social development, career, and community awareness, and health and wellness which support student success.

**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**

We provide ample opportunities to improve student readiness for the post-secondary level. Specifically, all of our students courses that assist them with graduating from high school and matriculating to college. In addition, our students are able to attend Night School sessions that will assist them with increasing their grade point average and credits. Also, we provide our students with several options to obtain community service hours.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

### Problem Analysis Summary

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



## 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.** To increase student achievement by improving core instruction in all content areas.

## 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. To increase student achievement by improving core instruction in all content areas.** 1a

 G070598

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	
Science Achievement District Assessment	
U.S. History EOC Pass	

**Resources Available to Support the Goal** 2

- Instructional Coaches
- Supplemental Resources
- District Support Staff

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of student accountability talk that embodies meaningful and intellectual thinking.

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

District Based Assessment, In house assessments, and teacher created assessments.

**Person Responsible**

Chanda Gilzean

**Schedule**

On 11/13/2015

**Evidence of Completion**

District Based Assessments Reports

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G070598

**G1.B1** Limited evidence of student accountability talk that embodies meaningful and intellectual thinking.

 B183953

**G1.B1.S1** Teachers will establish norms, strategically plan, and scaffold higher order thinking questions within their lessons to increase student participation through meaningful academic discourse in their classrooms. **4**

 S195552

### Strategy Rationale

To ensure students can facilitate rich, academic discourse about the text.

### Action Step 1 **5**

Introduce the action plan to the staff during the faculty meeting.

#### Person Responsible

Reginald Lee

#### Schedule

On 9/8/2015

#### Evidence of Completion

Agenda and Sign in Sheets

### Action Step 2 5

Implement professional development/lesson study on establishing norms and strategically planning for meaningful academic discourse.

**Person Responsible**

Christina Knight

**Schedule**

Monthly, from 9/4/2015 to 10/30/2015

***Evidence of Completion***

Agenda and Sign in Sheets

### Action Step 3 5

Identify model teacher/classroom that has implemented high order questioning through academic discourse.

**Person Responsible**

Teandra Calixte

**Schedule**

Monthly, from 9/4/2015 to 10/30/2015

***Evidence of Completion***

Administrative Walk through documentation

### Action Step 4 5

Follow up with the implementation of high order thinking and student academic discourse.

**Person Responsible**

Teandra Calixte

**Schedule**

Weekly, from 9/7/2015 to 11/6/2015

***Evidence of Completion***

Administrative Walk through Documentation, Lesson Plans, and Student Accountability Resources

### Action Step 5 5

Monitor the implementation of higher order questions and student academic discourse.

**Person Responsible**

Chanda Gilzean

**Schedule**

Weekly, from 9/7/2015 to 11/13/2015

**Evidence of Completion**

Walkthrough notes, note taking/note making, and student end products.

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

Administrative Walk throughs and Documentation

**Person Responsible**

Jorge Bulnes

**Schedule**

Weekly, from 9/7/2015 to 11/13/2015

**Evidence of Completion**

Note taking, Note making, Formal and Informal Observations, and Administrative Documentation

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

Active coaching cycles

**Person Responsible**

David Ladd

**Schedule**

Biweekly, from 9/7/2015 to 11/13/2015

**Evidence of Completion**

Informal and Formal observations

## 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
G1.B1.S1.A1	Introduce the action plan to the staff during the faculty meeting.	Lee, Reginald	9/8/2015	Agenda and Sign in Sheets	9/8/2015 one-time
G1.B1.S1.A2	Implement professional development/ lesson study on establishing norms and strategically planning for meaningful academic discourse.	Knight, Christina	9/4/2015	Agenda and Sign in Sheets	10/30/2015 monthly
G1.B1.S1.A3	Identify model teacher/classroom that has implemented high order questioning through academic discourse.	Calixte, Teandra	9/4/2015	Administrative Walk through documentation	10/30/2015 monthly
G1.B1.S1.A4	Follow up with the implementation of high order thinking and student academic discourse.	Calixte, Teandra	9/7/2015	Administrative Walk through Documentation, Lesson Plans, and Student Accountability Resources	11/6/2015 weekly
G1.B1.S1.A5	Monitor the implementation of higher order questions and student academic discourse.	Gilzean, Chanda	9/7/2015	Walkthrough notes, note taking/note making, and student end products.	11/13/2015 weekly
G1.MA1	District Based Assessment, In house assessments, and teacher created assessments.	Gilzean, Chanda	9/7/2015	District Based Assessments Reports	11/13/2015 one-time
G1.B1.S1.MA1	Active coaching cycles	Ladd, David	9/7/2015	Informal and Formal observations	11/13/2015 biweekly
G1.B1.S1.MA1	Administrative Walk throughs and Documentation	Bulnes, Jorge	9/7/2015	Note taking, Note making, Formal and Informal Observations, and Administrative Documentation	11/13/2015 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.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited evidence of student accountability talk that embodies meaningful and intellectual thinking.

**G1.B1.S1** Teachers will establish norms, strategically plan, and scaffold higher order thinking questions within their lessons to increase student participation through meaningful academic discourse in their classrooms.

### PD Opportunity 1

Implement professional development/lesson study on establishing norms and strategically planning for meaningful academic discourse.

#### Facilitator

Christina Knight and Tamara Roker

#### Participants

Literacy Teachers

#### Schedule

Monthly, from 9/4/2015 to 10/30/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Introduce the action plan to the staff during the faculty meeting.				\$0.00
2	G1.B1.S1.A2	Implement professional development/lesson study on establishing norms and strategically planning for meaningful academic discourse.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7381 - Miami Norland Senior High School	Other		\$0.00
3	G1.B1.S1.A3	Identify model teacher/classroom that has implemented high order questioning through academic discourse.				\$0.00
4	G1.B1.S1.A4	Follow up with the implementation of high order thinking and student academic discourse.				\$0.00
5	G1.B1.S1.A5	Monitor the implementation of higher order questions and student academic discourse.				\$0.00
Total:						\$0.00