

Miami-Dade County Public Schools

Norland Middle School



2015-16 School Improvement Plan

Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

<http://wwwnms.dade.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	87%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

**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
Focus	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

Norland Middle School equips students academically, socially and emotionally by increased exposure to diversity through technology, research and real world experiences to become ethical, independent thinkers and scholars, who accept their responsibilities as local, national and global citizens.

Provide the school's vision statement

Norland Middle School enriches the neighboring community through the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community services.

School Environment

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

Norland Middle has established a rich tradition of hard work and dedication to education. We are mindful of this heritage as we encourage our students to excel in the classroom, on the playing field, and in service to the community. Therefore, we look forward to providing the best possible learning environment for all students.

We look forward to working with the many families that trust Norland Middle School to educate and care for their students. We involve our stakeholders through PTSA meetings, EESAC meetings and various other activities and events. Our community school also provides information to the community and allows for there to be opportunities to come together and build relationships. The administration team is always available to support, guide and discuss school issues or the individual progress of any student with parents, guardians, and the students themselves.

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

The school environment has been an area of focus for this school year. We have built in additional structure with our students and due to stakeholder buy in, we have been very successful in maintaining a safe environment where students and their learning processes come first.

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

Norland Middle School is participating in the PBS program again this school year. As we implement the program, we continue to have in place our established protocols for disciplinary incidents. Teachers and students are aware of expectations and consequences, which are reviewed continuously; parents are informed of policies via contracts sent home which must be read, signed and returned.

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

At Norland Middle School, our counselors, TRUST counselor and social workers work diligently to ensure student safety as well as mental and emotional well being. Training and professional development is on-going to ensure all procedures and protocols are met and that plans are in place to assist all students.

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

Norland Middle School utilizes the school Success Coach, school Social Worker and the Student Services department to monitor student absences as well as situations that arise based on student suspensions. Each counselor is responsible for approximately 475 students and they are continuously reviewing student case management and the students academic history. Students who earned a level 1 or 2 on 2014 statewide standardized assessments and on iReady diagnostic assessments are being monitored by their respective teachers as well as the Literacy and Mathematics coaches for remediation and are being targeted for our intervention program.

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
	7	8	
Attendance below 90 percent	9	9	18
One or more suspensions	1	0	1
Course failure in ELA or Math	13	24	37
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	13	28	41

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

1. Students are being targeted for intervention programs.
2. Attendance is being monitored by school success coach, PBS coach and student services department with home visits and communication with families scheduled to provide support structures and interventions.
3. Will provide appropriate intervention strategies to increase student attendance and academics for identified students.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188941>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

At Norland Middle School, parents and community members are encouraged to play an active role in the education of all students. The goal is to strengthen the relationship between the community, home and school. Communication with community members about the school's programs and initiatives via marquee, connectED and our updated school website, provide an on site parent resource center, encourage community members and parents to volunteer at school , and invite community members to become active members of the PTSA and EESAC are steps Norland Middle School employs to build and sustain partnership with the local community.

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
Redmon, Ronald	Principal
Concepcion, Jessica	Assistant Principal
Martinetti, Kim	Instructional Coach
Simmons, Anika	Teacher, K-12
Bailey, Georvonia	Teacher, K-12
Jabouin, Sasha	Teacher, K-12

Duties

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

Principal – Ronald Redmon
Assistant Principal of Curriculum – Jessica Concepcion
Assistant Principal – Genelle Quallo
Assistant Principal of Community Schools – Lawrence Kennedy
Math Coach - Jean Celestin
Reading Coach – Kim Martinetti

Reading Coach – Denovilee Richardson
Language Arts Department Chair – Georvonia Robinson-Bailey
Social Studies Department Chair – Sasha Jabouin
Math Department Chair – Dudley Parker
Science Department Chair – Alfonso Livingston
Special Education Department – Trecia Rolle
Magnet Lead Teacher – Maribel Trujillo-Fruitstone
Electives Department Chair – Garnika Lane
Student Services Department Chair – Brigette Moody
PD Liaison – Simone Reese
6th Grade Chairperson – Cynthia Booker
7th Grade Chairperson – Tammy Jordan-Davidson
8th Grade Chairperson – Simone Reese

In addition to Tier 1 problem solving, the Leadership Team members will meet biweekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, the following are members of the MTSS/RtI team:

- Administrators (Principal, Assistant Principals) who will ensure commitment and allocate resources;
- Department Chairs (Reading, Language Arts, Mathematics, Science, Social Studies, Magnet Lead, Electives), Reading Coaches, Science Coach and Math Coach who share the common goal of improving instruction for all students; and
- Team members (Professional Development Liaison, Counselor, Trust Counselor, UTD Stewart, and Grade Level Chairpersons) who will work to build staff support, internal capacity, and sustainability over time.

2. The school's MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday Academy, or summer school. Staff professional development needs are required. The Reading Coaches develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention

approaches. Coaches identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists 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 neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved MTSS/Rtl model for middle schools.

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition to training to certify qualified mentors for the New Teacher (MINT) Program, training for add on endorsement programs, such as Reading, Gifted, ESOL, training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group, implementation and protocols.

Title II

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

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

Title III

Norland Middle School will utilize services that are provided through the district for education materials and ELL district support services to improve the quality of education of immigrant and English Language Learners.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services to which they are entitled.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services, which begin with the identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Norland Middle School will utilize the District Homeless Social Worker to ensure resources (donated clothing and donated school supplies, social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Norland Middle School will utilize SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be utilized to provide Saturday Academy for Levels 1 and 2 students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, middle school counselor, and TRUST specialist.
- Training and technical assistance for middle school teachers, administrators, counselors, TRUST specialist and Safe School Specialists is also a component of this program.
- TRUST Specialist focus on counseling students to solve problems related to drug and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Norland Middle School complies with all district policies regarding Food and Nutrition Programs.

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

Career and Technical Education

Norland Middle School's Visual and Performing Arts Magnet Program concentrates on careers and offers a post-secondary curriculum in the chosen discipline in order to recruit and maintain excellent students. In addition, Norland Middle through the vocational courses offered, prepares the students to participate in the Future Business Leaders of America State Leadership Competitions.

Job Training

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly.

Other

Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ronald Redmon	Principal
Georvonia Robinson	Teacher
Tongala Lynn	Teacher
Wajahat Quadri	Teacher
Dwayne Holloway	Teacher
Loretta Hilton	Education Support Employee
Keith Harrell	Parent
Garfield Scott	Parent
Kay Moffett	Parent
Sonja Scott	Parent
Brendalee Francis	Parent
Jessenia Patino	Business/Community
Scott McCullough	Business/Community
Gwendolyn Montague	Business/Community

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

The committee reviewed and approved last years plan throughout the school year as well as providing feedback that allowed for all stakeholders to be aware of the goals and objectives for the 2015 - 2016 school year.

Development of this school improvement plan

Many members of the committee participated in the development of the plan as there was a school wide initiative to provide opportunities for all stakeholders to give input.

Preparation of the school's annual budget and plan

Members of the EESAC will be made aware of the programs budget as well as the school site budget and school principal, Ronald Redmon will explain how the budget works and for what the funds are allocated.

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

The projected use included providing funds for FSA incentives, approximately priced at \$2000.00. Funds were also allocated to school wide incentives requested by the principal for \$2999.00

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
Bailey, Georvonia	Teacher, K-12
Martinetti, Kim	Instructional Coach
Concepcion, Jessica	Assistant Principal
Redmon, Ronald	Principal
Jabouin, Sasha	Teacher, K-12
Parker, Dudley	Teacher, K-12
Simmons, Anika	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all LLT meetings and activities. The LLT will provide necessary resources to the instructional staff. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. In addition, the LLT will provide motivation and promote a spirit of collaboration within the departments to create a school-wide focus on literacy and reading achievement. Establishing model classrooms; conferencing with teachers and administrators; and providing professional development will guarantee fidelity of implementation of the Common Core.

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

Collaborative planning has been scheduled for each core academic area, either departmental or by subject area. The early release Professional Development that has been created is either built upon departments or across grade levels. We have also built in Professional Learning Communities into our monthly schedule to provide teachers the opportunity to work together to resolve issues that arise at the school location.

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

NMS recruits according to the MDCPS guidelines. The principal is the person responsible for recruiting and retaining.

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

New teachers will be paired with their respective Department Head who are also certified in the content area. The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning. The Department Heads and Reading Coaches will also model lessons using reading and writing strategies.

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

At Norland Middle School, we utilize the district pacing guides with support from our instructional coaches and the ETO Curriculum Support Specialists. We ensure that all teachers are familiar with and are exposed to the correct materials as well as have access to resources to support them as they need for their instruction.

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

At Norland Middle School, data are utilized to drive and differentiate instruction in all learning areas. Professional development is provided to teachers to explain this process and give teachers support as needed in the differentiation process. Data chats with teachers and their students are scheduled throughout the year and teachers also have data chats with the school principal so that multiple stakeholders are aware of what is happening in classrooms and discussions are taking place to ensure progress is being made and goals are met.

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: 480

NMS has increased instructional learning time by offering the after school All-stars program, Saturday Academy and after school tutorial for those students not in the after school program. Last school year, we expanded the amount of instructional time by changing the traditional 54 minute classes to block scheduling which allows for 110 minutes. Additionally, NMS has maintained the number computer labs that are available to the students and teachers.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Concepcion, Jessica, jconcepcion@dadeschools.net

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

Data is collected on a quarterly basis through report card distribution. Additionally, data is collected three to four times a year through district interim assessments. Subject area coaches and teachers are responsible for interpreting assessments and implementing the necessary changes to classroom instruction based on the data to meet the needs of students.

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

Students are encouraged to take accelerated courses in middle school in an effort to enrich their high school experience, thus leading to successful college career. Additionally, a portion of the main building is designed to promote college enthusiasm through its decoration and design.

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

Norland Middle School offer courses in Business Technology and Career Planning to assist students with making the connection with their current school subjects and future endeavors while promoting college and career readiness.

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

Norland Middle School would like to increase the amount of students who are enrolled in Algebra I and Geometry at the middle school level.

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

Students are encouraged to take accelerated courses in middle school in an effort to enrich their high school experience, thus leading to successful college career. Additionally, Norland Middle School offer courses in Business Technology and Career Planning to assist students with making the connection with their current school subjects and future endeavors while promoting college and career readiness.

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:

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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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If quality instruction is implemented consistently in all content areas, and supported by the leadership team, then Norland Middle School will exhibit increased student proficiency as evidenced by student data.

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. If quality instruction is implemented consistently in all content areas, and supported by the leadership team, then Norland Middle School will exhibit increased student proficiency as evidenced by student data.

1a

G073987

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	100.0
CELLA Listening/Speaking Proficiency	53.0
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal 2

- Literacy Coaches, Curriculum Support Specialist, Promethean Boards, Built-in Collaborative Planning, District Pacing Guides, weekly administrative walk through, strategic coaching cycles, use of and familiarity with Item Specs, use of SIG resources
- Instructional Math Coach, Collaborative Planning, Lesson Plan Template, FSA Item Specs, Unwrapping the Standards Worksheet, Instructional Focus Calendar, On-line Timer, Curriculum Support Specialist.
- Common Planning; ETO Support; CPALMS; ETO Resources; online timers
- Literacy Coaches, Curriculum Support Specialist, Tablets, Promethean Boards, Built-in Common Planning, District Pacing Guides and Resources, including Item Specifications and Planning Cards.
- Positive Behavior Support Coach, Student Services, Administrative Team, District Core Values Website,

Targeted Barriers to Achieving the Goal 3

- Lessons are not consistently promoting the level of critical reading and writing (close read, plan, draft, peer edit, revise), necessary to prepare the students to be able to communicate via written expression using multiple text sources
- There is a need for teachers to follow delineated time frames for each component of the lesson plan in order for students to have ample practice time towards mastery of the standards.
- Although teachers are planning, lesson plans do not reflect the planned daily activities.

- Teachers engage in excessive teacher talk. Students are provided with limited opportunities to engage in collaborative discourse about the social sciences content being learned. This prevents students from being able to fully expand and affirm their understanding of social science concepts.
- There is a need to meet with students on the EWS Indicator Report on a regular basis to address the following areas: promoting core values, and increase student attendance

Plan to Monitor Progress Toward G1. 8

Student Assessment Data (Topic Assessments, MYA, Student work) will be collected and reviewed to determine progress towards the goal.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Student Assessment Data; Student Work Folders.

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. If quality instruction is implemented consistently in all content areas, and supported by the leadership team, then Norland Middle School will exhibit increased student proficiency as evidenced by student data. **1**

 G073987

G1.B1 Lessons are not consistently promoting the level of critical reading and writing (close read, plan, draft, peer edit, revise), necessary to prepare the students to be able to communicate via written expression using multiple text sources **2**

 B193209

G1.B1.S1 Through collaborative planning, teachers will produce lessons that encourage a level of writing that is aligned to the Language Arts Florida Standards and promotes in-depth textual analysis (close read, plan, draft, peer edit, revise). Teachers will infuse strategies for active reading and engagement that will foster the instruction that promotes the Language and literacy demands that students are expected to master with the new standards. **4**

 S204717

Strategy Rationale

Action Step 1 **5**

Provide professional development opportunities during collaborative planning and conduct coaching cycles on identified areas leading to an understanding of how to implement the levels of the writing process.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Student work samples show evidence of students taking the writing process through to publishing with feedback and at least one opportunity to revise attached.

Action Step 2 5

Conduct collaborative planning sessions to develop lessons to include strategies that promote in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allow students to effectively communicate via oral and written expression using multiple text sources.

Person Responsible

Kim Martinetti

Schedule

Weekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Student work samples, ongoing administrative walk through and observations of teacher reflection in common planning.

Action Step 3 5

Follow up and support will be provided to teachers to ensure implementation of the collaborative planned lessons that included strategies that promoted in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allowed students to communicate via oral and written expression using multiple text sources effectively.

Person Responsible

Kim Martinetti

Schedule

Biweekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Teacher debriefs, coaching cycles, coaching calendar and logs, CSS logs, administrative walk throughs

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

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Student Work Folders; Ongoing Administrative Walkthroughs; Observations of teacher reflection in common planning

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

Student achievement increases.

Person Responsible

Jessica Concepcion


Schedule

Weekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Student assessment data.

G1.B2 There is a need for teachers to follow delineated time frames for each component of the lesson plan in order for students to have ample practice time towards mastery of the standards. **2**

 B193210

G1.B2.S1 Teachers share best practices to improve instructional delivery of mathematical content. **4**

 S204718

Strategy Rationale

Action Step 1 **5**

Coach will work with identified teacher to become a model for concrete-representational-abstract.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 10/9/2015

Evidence of Completion

Walk through Documentation.

Action Step 2 **5**

Model teacher will lead collaborative planning sessions on concrete-representation-abstract.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 10/16/2015

Evidence of Completion

Lesson plans.

Action Step 3 5

Curriculum Support Specialist will work with an identified teachers to become a model for student accountable talk.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Collaborative Session minutes and notes.

Action Step 4 5

Model teacher will lead collaborative planning sessions on accountable talk.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 11/6/2015

Evidence of Completion

Collaborative Session minutes and notes.

Action Step 5 5

Coach will create a collaborative planning calendar with a focus and product for each session

Person Responsible

Jessica Concepcion

Schedule

Monthly, from 9/15/2015 to 11/26/2015

Evidence of Completion

Collaborative Planning Calendar.

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

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 11/16/2015

Evidence of Completion

Student Work Folders; Ongoing Administrative Walkthroughs; Observations of teacher reflection in common planning.

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

The administrative team, math coach, and Curriculum Support Specialist will conduct classroom walk-throughs to assess the effectiveness of the implementation plan and identify additional barriers to address.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 11/16/2015

Evidence of Completion

Administrative Walk-through documentation.

G1.B3 Although teachers are planning, lesson plans do not reflect the planned daily activities. 2

B193211

G1.B3.S1 During common planning, teachers will create daily lessons that are timed and thoroughly explained (ex. modeling a lesson during common planning, modeling in class)) and an end product (completed daily lesson plan) will be completed. 4

S204719

Strategy Rationale

Action Step 1 5

During Common Planning, Curriculum Support Specialist and teachers will work together to plan well-timed and aligned daily lessons, following the GRRM model, with priority given to 8th grade teachers. Lessons will be presented and reviewed in common planning in order to adjust for pacing, alignment, and for teachers to practice lesson.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 10/8/2015

Evidence of Completion

Completed lesson plans that are aligned and provide thorough daily lesson description.

Action Step 2 5

During common planning, lesson plan will be completed and printed.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 10/8/2015

Evidence of Completion

Completed lesson plans that are aligned and provide thorough daily lesson description.

Action Step 3 5

Curriculum Support Specialist will observe the execution of collaboratively planned lessons and provide feedback and support.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 6/8/2016

Evidence of Completion

Curriculum Support Specialist documentation

Action Step 4 5

Principal, Assistant Principal, and Curriculum Support Specialist will conduct walk-throughs to follow up on pacing and delivery will debrief to identify teachers in need of additional support.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 6/8/2016

Evidence of Completion

Walk-through Documentation

Action Step 5 5

ETO Support Team will observe the work of the teachers and provide support based on findings.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 6/8/2016

Evidence of Completion

Walk-through Documentation

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

Principal, Assistant Principal, and Curriculum Support Specialist will continue to monitor and support teachers with lesson delivery and pacing.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Walk-through documentation

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

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 6/8/2016

Evidence of Completion

Student Work Folders; Ongoing Administrative Walk-throughs; Observations of teacher reflection in common planning.

G1.B4 Teachers engage in excessive teacher talk. Students are provided with limited opportunities to engage in collaborative discourse about the social sciences content being learned. This prevents students from being able to fully expand and affirm their understanding of social science concepts. 2

 B193212

G1.B4.S1 Provide support to Administration, Literacy Coach and teachers in order to build capacity that supports common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards. 4

 S204720

Strategy Rationale

Action Step 1 5

Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Teacher Resource Binder is provided.

Action Step 2 5

Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 11/18/2015

Evidence of Completion

Itemized Agenda

Action Step 3 5

Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Completed Lesson Plans

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

Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach with next steps to support identified teachers.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015

Evidence of Completion

Administrative Reflections; Walkthrough Documentation

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

Student achievement will increase.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 12/18/2015


Evidence of Completion

Student assessment data.

G1.B5 There is a need to meet with students on the EWS Indicator Report on a regular basis to address the following areas: promoting core values, and increase student attendance **2**

 B193213

G1.B5.S1 Meet with students and contact parents on a regular basis to address cause(s) of absenteeism. Monitor student progress weekly and provide support as needed. **4**

 S204721

Strategy Rationale

Action Step 1 **5**

Meet with students and contact parents on a regular basis to address cause(s) of absenteeism. Monitor student progress weekly and provide support as needed.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

First semester attendance is at or above 95%.

Action Step 2 **5**

Decrease student suspension rates by utilizing the alternative to outdoor suspension program on an as-needed basis as determined from the code of student conduct.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

NMS suspension rates decrease from the 2014 - 2015 school year.

Action Step 3 5

Increase positive school culture incorporating the district wide implemented core values with the Husky Life (Leadership, Integrity, Family, Excellence) values we believe in at Norland Middle School.

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Students are aware of all the core values and are living them, exhibiting the behaviors and making choices based on the values we have taught and exhibited.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Team will gather weekly to review and determine the EWS report and meet with students to review progress.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Referrals Student attendance records SCM records

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review student progress logs and grades to determine effectiveness of intervention plans

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Student attendance records student grade records SCMs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review student progress logs and grades to determine effectiveness of intervention plans

Person Responsible

Jessica Concepcion

Schedule

Biweekly, from 9/15/2015 to 1/22/2016

Evidence of Completion

Student attendance records student grade records SCMs

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	Provide professional development opportunities during collaborative planning and conduct coaching cycles on identified areas leading to an understanding of how to implement the levels of the writing process.	Concepcion, Jessica	9/15/2015	Student work samples show evidence of students taking the writing process through to publishing with feedback and at least one opportunity to revise attached.	12/18/2015 biweekly
G1.B2.S1.A1	Coach will work with identified teacher to become a model for concrete-representational-abstract.	Concepcion, Jessica	9/15/2015	Walk through Documentation.	10/9/2015 weekly
G1.B3.S1.A1	During Common Planning, Curriculum Support Specialist and teachers will work together to plan well-timed and aligned daily lessons, following the GRRM model, with priority given to 8th grade teachers. Lessons will be presented and reviewed in common planning in order to adjust for pacing, alignment, and for teachers to practice lesson.	Concepcion, Jessica	9/15/2015	Completed lesson plans that are aligned and provide thorough daily lesson description.	10/8/2015 biweekly
G1.B4.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).	Concepcion, Jessica	9/15/2015	Teacher Resource Binder is provided.	10/30/2015 biweekly
G1.B5.S1.A1	Meet with students and contact parents on a regular basis to address cause(s) of absenteeism. Monitor student	Concepcion, Jessica	9/15/2015	First semester attendance is at or above 95%.	1/22/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	progress weekly and provide support as needed.				
G1.B1.S1.A2	Conduct collaborative planning sessions to develop lessons to include strategies that promote in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allow students to effectively communicate via oral and written expression using multiple text sources.	Martinetti, Kim	9/15/2015	Student work samples, ongoing administrative walk through and observations of teacher reflection in common planning.	1/22/2016 weekly
G1.B2.S1.A2	Model teacher will lead collaborative planning sessions on concrete-representation-abstract.	Concepcion, Jessica	9/15/2015	Lesson plans.	10/16/2015 weekly
G1.B3.S1.A2	During common planning, lesson plan will be completed and printed.	Concepcion, Jessica	9/15/2015	Completed lesson plans that are aligned and provide thorough daily lesson description.	10/8/2015 weekly
G1.B4.S1.A2	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	Concepcion, Jessica	9/15/2015	Itemized Agenda	11/18/2015 biweekly
G1.B5.S1.A2	Decrease student suspension rates by utilizing the alternative to outdoor suspension program on an as-needed basis as determined from the code of student conduct.	Concepcion, Jessica	9/15/2015	NMS suspension rates decrease from the 2014 - 2015 school year.	1/22/2016 weekly
G1.B1.S1.A3	Follow up and support will be provided to teachers to ensure implementation of the collaborative planned lessons that included strategies that promoted in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allowed students to communicate via oral and written expression using multiple text sources effectively.	Martinetti, Kim	9/15/2015	Teacher debriefs, coaching cycles, coaching calendar and logs, CSS logs, administrative walk throughs	1/22/2016 biweekly
G1.B2.S1.A3	Curriculum Support Specialist will work with an identified teachers to become a model for student accountable talk.	Concepcion, Jessica	9/15/2015	Collaborative Session minutes and notes.	10/30/2015 weekly
G1.B3.S1.A3	Curriculum Support Specialist will observe the execution of collaboratively planned lessons and provide feedback and support.	Concepcion, Jessica	9/15/2015	Curriculum Support Specialist documentation	6/8/2016 biweekly
G1.B4.S1.A3	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	Concepcion, Jessica	9/15/2015	Completed Lesson Plans	12/18/2015 biweekly
G1.B5.S1.A3	Increase positive school culture incorporating the district wide implemented core values with the Husky Life (Leadership, Integrity, Family, Excellence) values we believe in at Norland Middle School.	Concepcion, Jessica	9/15/2015	Students are aware of all the core values and are living them, exhibiting the behaviors and making choices based on the values we have taught and exhibited.	1/22/2016 biweekly
G1.B2.S1.A4	Model teacher will lead collaborative planning sessions on accountable talk.	Concepcion, Jessica	9/15/2015	Collaborative Session minutes and notes.	11/6/2015 weekly
G1.B3.S1.A4	Principal, Assistant Principal, and Curriculum Support Specialist will conduct walk-throughs to follow up on	Concepcion, Jessica	9/15/2015	Walk-through Documentation	6/8/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	pacing and delivery will debrief to identify teachers in need of additional support.				
G1.B2.S1.A5	Coach will create a collaborative planning calendar with a focus and product for each session	Concepcion, Jessica	9/15/2015	Collaborative Planning Calendar.	11/26/2015 monthly
G1.B3.S1.A5	ETO Support Team will observe the work of the teachers and provide support based on findings.	Concepcion, Jessica	9/15/2015	Walk-through Documentation	6/8/2016 weekly
G1.MA1	Student Assessment Data (Topic Assessments, MYA, Student work) will be collected and reviewed to determine progress towards the goal.	Concepcion, Jessica	9/15/2015	Student Assessment Data; Student Work Folders.	12/18/2015 biweekly
G1.B1.S1.MA1	Student achievement increases.	Concepcion, Jessica	9/15/2015	Student assessment data.	12/18/2015 weekly
G1.B1.S1.MA1	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Concepcion, Jessica	9/15/2015	Student Work Folders; Ongoing Administrative Walkthroughs; Observations of teacher reflection in common planning	12/18/2015 weekly
G1.B2.S1.MA1	The administrative team, math coach, and Curriculum Support Specialist will conduct classroom walk-throughs to assess the effectiveness of the implementation plan and identify additional barriers to address.	Concepcion, Jessica	9/15/2015	Administrative Walk-through documentation.	11/16/2015 weekly
G1.B2.S1.MA1	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Concepcion, Jessica	9/15/2015	Student Work Folders; Ongoing Administrative Walkthroughs; Observations of teacher reflection in common planning.	11/16/2015 weekly
G1.B3.S1.MA1	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Concepcion, Jessica	9/15/2015	Student Work Folders; Ongoing Administrative Walk-throughs; Observations of teacher reflection in common planning.	6/8/2016 biweekly
G1.B3.S1.MA1	Principal, Assistant Principal, and Curriculum Support Specialist will continue to monitor and support teachers with lesson delivery and pacing.	Concepcion, Jessica	9/15/2015	Walk-through documentation	12/18/2015 biweekly
G1.B4.S1.MA1	Student achievement will increase.	Concepcion, Jessica	9/15/2015	Student assessment data.	12/18/2015 biweekly
G1.B4.S1.MA1	Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach with next steps to support identified teachers.	Concepcion, Jessica	9/15/2015	Administrative Reflections; Walkthrough Documentation	12/18/2015 biweekly
G1.B5.S1.MA1	Review student progress logs and grades to determine effectiveness of intervention plans	Concepcion, Jessica	9/15/2015	Student attendance records student grade records SCMs	1/22/2016 biweekly
G1.B5.S1.MA1	Review student progress logs and grades to determine effectiveness of intervention plans	Concepcion, Jessica	9/15/2015	Student attendance records student grade records SCMs	1/22/2016 biweekly
G1.B5.S1.MA1	Team will gather weekly to review and determine the EWS report and meet with students to review progress.	Concepcion, Jessica	9/15/2015	Referrals Student attendance records SCM records	1/22/2016 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.

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	Provide professional development opportunities during collaborative planning and conduct coaching cycles on identified areas leading to an understanding of how to implement the levels of the writing process.	\$0.00
2	G1.B1.S1.A2	Conduct collaborative planning sessions to develop lessons to include strategies that promote in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allow students to effectively communicate via oral and written expression using multiple text sources.	\$0.00
3	G1.B1.S1.A3	Follow up and support will be provided to teachers to ensure implementation of the collaborative planned lessons that included strategies that promoted in-depth text analysis and the writing process to master the expected concepts and skills, and activities that allowed students to communicate via oral and written expression using multiple text sources effectively.	\$0.00
4	G1.B2.S1.A1	Coach will work with identified teacher to become a model for concrete-representational-abstract.	\$0.00
5	G1.B2.S1.A2	Model teacher will lead collaborative planning sessions on concrete-representation-abstract.	\$0.00
6	G1.B2.S1.A3	Curriculum Support Specialist will work with an identified teachers to become a model for student accountable talk.	\$0.00
7	G1.B2.S1.A4	Model teacher will lead collaborative planning sessions on accountable talk.	\$0.00
8	G1.B2.S1.A5	Coach will create a collaborative planning calendar with a focus and product for each session	\$0.00
9	G1.B3.S1.A1	During Common Planning, Curriculum Support Specialist and teachers will work together to plan well-timed and aligned daily lessons, following the GRRM model, with priority given to 8th grade teachers. Lessons will be presented and reviewed in common planning in order to adjust for pacing, alignment, and for teachers to practice lesson.	\$0.00
10	G1.B3.S1.A2	During common planning, lesson plan will be completed and printed.	\$0.00
11	G1.B3.S1.A3	Curriculum Support Specialist will observe the execution of collaboratively planned lessons and provide feedback and support.	\$0.00
12	G1.B3.S1.A4	Principal, Assistant Principal, and Curriculum Support Specialist will conduct walk-throughs to follow up on pacing and delivery will debrief to identify teachers in need of additional support.	\$0.00
13	G1.B3.S1.A5	ETO Support Team will observe the work of the teachers and provide support based on findings.	\$0.00
14	G1.B4.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking	\$0.00

Budget Data

		template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).	
15	G1.B4.S1.A2	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	\$0.00
16	G1.B4.S1.A3	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	\$0.00
17	G1.B5.S1.A1	Meet with students and contact parents on a regular basis to address cause(s) of absenteeism. Monitor student progress weekly and provide support as needed.	\$0.00
18	G1.B5.S1.A2	Decrease student suspension rates by utilizing the alternative to outdoor suspension program on an as-needed basis as determined from the code of student conduct.	\$0.00
19	G1.B5.S1.A3	Increase positive school culture incorporating the district wide implemented core values with the Husky Life (Leadership, Integrity, Family, Excellence) values we believe in at Norland Middle School.	\$0.00
Total:			\$0.00