

Miami-Dade County Public Schools

Norland Elementary School



2015-16 School Improvement Plan

Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	91%

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	C*	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

To provide an enriched academic environment which will develop students into life-long learners. By providing valuable learning experiences, the tools necessary to succeed as well as a variety of academic experiences; our students will develop the life skills necessary to become independent critical thinkers.

Provide the school's vision statement

To consistently develop the education and self-esteem of each child by providing an academically enriched environment. Our goal is to include parents and teachers working together so that each child can develop their full potential, be able to compete in a global technological society and become productive citizens.

School Environment

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

Through the Title 1 Program, and community partnership with Concerned African Women, the school attempts to create an environment which connects with the surrounding middle and senior high and other local outlets. Children also participate in various themed activities from the Character Parade to a show that centers around African-American History.

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

A school environment of safety and respect is created via the implementation Positive Behavior Support (PBS).

PBS is a process that is designed to enhance the academic and social outcomes of all students. Our PBS Mission for the 2015-2016 school years is to create a school environment in which students are Respectful, Responsible and Safe.

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

PBS is the school-wide behavioral system that aids in minimizing distractions and keeps students engaged during instructional times. By utilizing a collaborative process, emphasizing preventative methods and reinforcement based strategies, we hope to achieve meaningful and durable behavioral outcomes.

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

The school provides individual and group, solution focusing counseling to address the proactive and reactive needs of the students. The 5,000 Role Model Program provides a mentorship opportunity for young male students, as well as, Junior Achievement which offers a career focus for all grade levels.

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

N/A

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
	K	1	2	3	4	5	
Attendance below 90 percent	11	10	4	3	3	4	35
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	2	3	2	17	28
Level 1 on statewide assessment	0	0	0	0	0	0	
Retained Students	7	10	3	19	0	0	39

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	5	7	3	5	26	47

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

- > Before School Tutoring
- > After school Tutoring
- > Departmentalized instruction in grades 1-5.
- > Added Access to the student portal.
- > Interventionists to assist with small group instruction.
- > Curriculum Support Specialists
- > Reading and Math Coaches
- > RtI/SST Meetings
- > Parent Conferences
- > Reading and Math Intervention Daily
- > Attendance Incentive
- > Academic Incentives
- > Field Trips

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

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 strive to have dade partners to assist us in recognizing students for honor roll and perfect attendance.

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
Kosnitzky, Adam	Principal
Smith, Elisa	Assistant Principal
Moline, Ruthmila	Instructional Coach
Williams, Ruth	Instructional Coach

Duties

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

The school administrator, Ms. Johnson-Brinson will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading coaches, Barbara Greenfield and Ruth Williams
- School math coach, Ruthmila Moline
- Special education personnel, Pamela Randall
- School guidance counselor Maria Chandon
- School psychologist Miyoung Chung
- School social worker Laurie Holderman
- Member of advisory group, Mr. Johnson, EESAC Chair

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

Tier 2

The administrator, school guidance counselor, and school psychologist, selected 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions 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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS

schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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 they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so

upon identification and classification of a student as homeless.

-The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

-Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.

-The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

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, elementary counselors, and/or TRUST Specialists.

-Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

-TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

-Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

-All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

-Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Program

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.

Other

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.

-Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

-HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

-HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely

manner.

-HCiOS enhances the health education activities provided by the schools and by the health department.

-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
Marcus Johnson	Teacher
Adam Kosnitzky	Principal
Maria Chandon	Teacher
Karline Raphael	Teacher
Tereka Jennings-Lawrence	Teacher
Denise Stewart	Teacher
Dwight Rainford	Education Support Employee
Alvin Fields	Parent
Kendra Walker	Parent
Nikeyta Jackson	Parent
Fiberte Joseph	Parent
Marquita Smith	Business/Community
Tammie Jackson	Business/Community
Andrea Jones	Business/Community
Kim Dixon	Parent
Gail Clotman	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

The school advisory council assisted with developing, reviewing and providing feedback on the implementation the goal, strategies and action steps identified in the school improvement plan.

Development of this school improvement plan

The school advisory council will assist the administration, with the creation of the upcoming year's SIP based on the previous year's student achievement results. The school advisory council will assist with ensuring that the noted school improvements are implemented throughout the school, based on the state's system of improvement and accountability.

Preparation of the school's annual budget and plan

The school advisory council will assist with the preparation of the school's annual budget plan.

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

The state allocated funds will be used to purchase student attendance and academic achievement incentives.

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
Kosnitzky, Adam	Principal
Smith, Elisa	Assistant Principal
Williams, Ruth	Instructional Coach
Moline, Ruthmila	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Improve student reading levels by promoting a school-wide culture of reading, increasing participation in the Accelerated Reader Program, implement strategies to improve reading; specifically as it relates to students ability to locate, interpret and organize information, and involve parents by providing training on improving students' literacy at home.

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

The school's social committee provides monthly events to build morale. The principal involves all stakeholders in key areas. Parts of faculty meetings are geared to facilitate an operational, professional learning community.

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

Recruitment strategies include participation in a job fair, showcasing our school programs and initiatives. Retention strategies includes; monthly meetings with new teachers facilitated by the assistant principal. Professional Development and model lessons provided by reading and math coaches; weekly meetings with grade level team to collaborate and share best practices and pairing new teachers with a Mint Certified mentor teacher to provide assistance and support.

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

New/beginning teachers are paired with a MINT Certified mentor teacher on their grade level and/or their subject area. Mentor teachers are identified based on their outstanding knowledge of content, materials, and methods that support high standards and their evidence of effective teaching and student achievement gains. Mentoring activities include meeting with the mentee during planning to review

lesson plans, instructional strategies, share best practices and address any concerns that the mentee may have.

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

The school runs its core programs in accordance with the Florida Department of Education and Miami-Dade County Public Schools. School site monitoring and instructional reviews at the district, region and state level, ensures the school's compliance with all pertinent regulations.

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

Instructional focus in whole group and differentiated instruction settings is tailored around the Continuous Improvement Model. Instructional staff collaborate with peers at the vertical and horizontal levels, as well as, with curriculum support specialists through common planning. Classroom walk throughs at the administrative level ensures fidelity with this process.

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: Before School Program

Minutes added to school year: 2,400

Targeted students that are working below grade level, students that have regressed and ESOL students are identified for participation in before school tutoring that addresses their area of need.

Strategy Rationale

This program will provide added exposure to reading content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Pre and post test data is compared to determine effectiveness of strategy.

Strategy: After School Program

Minutes added to school year: 3,600

Targeted students that are working below grade level in reading and math that have regressed on state assessments in reading and math are identified for participation in after school tutoring that addresses their area of need.

Strategy Rationale

This program will provide added exposure to applicable reading and math content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Pre and post test data is compared to determine effectiveness of strategy.

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

During the month of May, a kindergarten Round-up is held with parents of incoming Kindergarten students. This Round-Up is presented by the administrators, Kindergarten teachers and the Community Involvement Specialist for the purpose of providing Kindergarten readiness information to parents. Additionally, students and teachers from Head Start programs in the community are invited to visit our Kindergarten classrooms and follow their morning routine. All incoming Kindergarten students are assessed a screening inventory to assess their readiness skills for Kindergarten.

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

N/A

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

N/A

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

N/A

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

N/A

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

G073988

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	35.0
FSA English Language Arts - Achievement	23.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	78.0
FSA Mathematics - Achievement	41.0
Math Gains	67.0
Math Lowest 25% Gains	61.0

Resources Available to Support the Goal 2

- Teachers, Administrators, Instructional Coaches, Interventionists, Curriculum Support Specialist, I-Ready Tools for instruction, FCRR Instructional Activity, I-Ready LAFS

Targeted Barriers to Achieving the Goal 3

- Teachers lack the preparation to effectively align differentiated instruction to meet student learning needs in phonics and vocabulary.
- Teachers need to improve time management within the Gradual Release of Responsibility Model to increase problem solving opportunities.
- Inconsistent use of the Science Next Generation State Standards for planning and delivery of appropriate rigorous instruction.
- Nearly 1/4 of the students missed 10 days or more of instruction last school year.

Plan to Monitor Progress Toward G1. 8

Professional Development on the implementation of differentiated instruction to solidify the established framework within the 30 minute DI block.

Person Responsible

Ruthmila Moline

Schedule

Quarterly, from 9/15/2014 to 10/30/2015

Evidence of Completion

Sign In sheets, agendas

Plan to Monitor Progress Toward G1. 8

Conduct data chats to help teachers identify students with limited to insufficient progress on real world problem solving.

Person Responsible

Ruthmila Moline

Schedule

Biweekly, from 10/6/2015 to 10/30/2015

Evidence of Completion

Sign in sheets, data protocol sheets

Plan to Monitor Progress Toward G1. 8

Conduct coaching cycle that focus on Time Management and Differentiated Instruction for teachers in primary grades.

Person Responsible

Ruthmila Moline

Schedule

Weekly, from 10/12/2015 to 10/30/2015

Evidence of Completion

CSS and coaching logs, coaching cycle protocol form

Plan to Monitor Progress Toward G1. 8

Shifting common planning sessions with teachers arriving pre-planned leaving enough time to discuss and model in-depth understanding of problem solving questions.

Person Responsible

Ruthmila Moline

Schedule

Weekly, from 10/6/2015 to 10/30/2015

Evidence of Completion

Common planning agendas

Plan to Monitor Progress Toward G1. 8

Monitor and follow-up on the systems put in place to help our staff overcome the priority barrier.

Person Responsible

Elisa Smith

Schedule

Biweekly, from 10/12/2015 to 6/3/2016

Evidence of Completion

Notes from walkthrough, coaching logs

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**

 **G073988**

G1.B1 Teachers lack the preparation to effectively align differentiated instruction to meet student learning needs in phonics and vocabulary. **2**

 **B193214**

G1.B1.S1 Use data during common planning with Kindergarten thru Third grade, to develop and prepare DI lessons with appropriate instructional practices to meet needs of students. **4**

 **S204722**

Strategy Rationale

Action Step 1 **5**

Provide PD to identify the purpose of implementing DI based on students' academic needs.

Person Responsible

Ruth Williams

Schedule

On 9/16/2015

Evidence of Completion

sign in sheets, agenda and Informal Observations.

Action Step 2 5

Conduct individual data chats with teachers using relevant data to group students.

Person Responsible

Ruth Williams

Schedule

Biweekly, from 8/31/2015 to 10/19/2015

Evidence of Completion

Grouping templates

Action Step 3 5

Utilize Common Planning time to plan for whole group (30 minutes) and prepare DI lessons (30 minutes).

Person Responsible

Ruth Williams

Schedule

Weekly, from 10/6/2015 to 11/25/2015

Evidence of Completion

DI Lessons, Whole Group Lesson, Collaborative planning agendas and sign-in sheets

Action Step 4 5

Conduct coaching cycles on Differentiated Instruction (Teacher Led, and Independent centers) to align instructional practices with fidelity.

Person Responsible

Ruth Williams

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Coaching logs, coaching cycle protocol forms

Action Step 5 5

Monitor the implementation of the collaborative planning framework (30 minutes for whole group and 30 minutes for differentiated instruction).

Person Responsible

Elisa Smith

Schedule

Weekly, from 10/12/2015 to 11/25/2015

Evidence of Completion

Formal/Informal Observation

Action Step 6 5

Conduct classrooms walkthrough to monitor the implementation of DI with fidelity

Person Responsible

Schedule

Weekly, from 10/12/2015 to 11/25/2015

Evidence of Completion

Formal/Informal Observation

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

Differentiated Instruction will be monitored throughout the year

Person Responsible

Ruth Williams

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Leadership meeting agenda, coaches' log

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

Effective Differentiated Instruction will show effectiveness when students' I-ready Mid-Year, End of Year Scores have increased in the areas of phonics and vocabulary.

Person Responsible

Elisa Smith

Schedule

Quarterly, from 9/21/2015 to 5/31/2016


Evidence of Completion

Leadership meeting, test scores,

G1.B3 Inconsistent use of the Science Next Generation State Standards for planning and delivery of appropriate rigorous instruction. 2

 B193216

G1.B3.S1 Utilize the Next Generation Sunshine State Standards to align lessons and deliver rigorous instruction. 4

 S204724

Strategy Rationale

Action Step 1 5

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities and tasks to the standards for grades K-4.

Person Responsible

Elisa Smith

Schedule

On 10/21/2015

Evidence of Completion

Lessons plans, sign in sheets, formal and informal observations

Action Step 2 5

Provide professional development on unwrapping the benchmark and develop an instructional framework for K-4 grade teachers to assist with lesson plans

Person Responsible

Elisa Smith

Schedule

On 10/21/2015

Evidence of Completion

Lessons plans, sign in sheets, formal and informal observations

Action Step 3 5

Provide opportunities for collaborative planning with K-5 teachers

Person Responsible

Elisa Smith

Schedule

Biweekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Action Step 4 5

Model explicit instruction on daily objectives aligned to the cognitive complexity of the standards .

Person Responsible

Elisa Smith

Schedule

On 10/30/2015

Evidence of Completion

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

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

Monitor the use of the pacing guide, planning cards and Item Specs aligned to the standards.

Person Responsible

Adam Kosnitzky

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Lessons plans, students journals, etc

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

Monitor the use of text decoding, research based reading strategies and use of appropriate written responses

Person Responsible

Adam Kosnitzky

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student journal, formal and informal assessment

G1.B4 Nearly 1/4 of the students missed 10 days or more of instruction last school year. 2

 B193217

G1.B4.S1 The school will reduce the percentage of students with excessive absences. 4

 S204725

Strategy Rationale

Action Step 1 5

Target attendance students via the Attendance Bulletin. Contact parents

Person Responsible

Schedule

Daily, from 9/28/2015 to 6/3/2016

Evidence of Completion

Teacher Contact Log

Action Step 2 5

Bear Buck Incentive Program

Person Responsible

Schedule

Weekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Counselor's Log

Action Step 3 5

Cloud 9 Initiative

Person Responsible

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Cloud 9 Books

Action Step 4 5

Truancy Intervention Program

Person Responsible

Elisa Smith

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

CIS Log, SCAM, letter

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

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/12/2015 to 6/3/2016

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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 PD to identify the purpose of implementing DI based on students' academic needs.	Williams, Ruth	9/16/2015	sign in sheets, agenda and Informal Observations.	9/16/2015 one-time
G1.B3.S1.A1	Provide Professional Development of the use of pacing guide, planning cards,	Smith, Elisa	10/21/2015	Lessons plans, sign in sheets, formal and informal observations	10/21/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and item specification to align resources, activities and tasks to the standards for grades K-4.				
G1.B4.S1.A1	Target attendance students via the Attendance Bulletin. Contact parents		9/28/2015	Teacher Contact Log	6/3/2016 daily
G1.B1.S1.A2	Conduct individual data chats with teachers using relevant data to group students.	Williams, Ruth	8/31/2015	Grouping templates	10/19/2015 biweekly
G1.B3.S1.A2	Provide professional development on unwrapping the benchmark and develop an instructional framework for K-4 grade teachers to assist with lesson plans	Smith, Elisa	10/21/2015	Lessons plans, sign in sheets, formal and informal observations	10/21/2015 one-time
G1.B4.S1.A2	Bear Buck Incentive Program		9/30/2015	Counselor's Log	6/3/2016 weekly
G1.B1.S1.A3	Utilize Common Planning time to plan for whole group (30 minutes) and prepare DI lessons (30 minutes).	Williams, Ruth	10/6/2015	DI Lessons, Whole Group Lesson, Collaborative planning agendas and sign-in sheets	11/25/2015 weekly
G1.B3.S1.A3	Provide opportunities for collaborative planning with K-5 teachers	Smith, Elisa	10/12/2015		5/27/2016 biweekly
G1.B4.S1.A3	Cloud 9 Initiative		9/28/2015	Cloud 9 Books	6/3/2016 monthly
G1.B1.S1.A4	Conduct coaching cycles on Differentiated Instruction (Teacher Led, and Independent centers) to align instructional practices with fidelity.	Williams, Ruth	8/31/2015	Coaching logs, coaching cycle protocol forms	5/31/2016 weekly
G1.B3.S1.A4	Model explicit instruction on daily objectives aligned to the cognitive complexity of the standards .	Smith, Elisa	10/29/2015		10/30/2015 one-time
G1.B4.S1.A4	Truancy Intervention Program	Smith, Elisa	9/28/2015	CIS Log, SCAM, letter	6/3/2016 monthly
G1.B1.S1.A5	Monitor the implementation of the collaborative planning framework (30 minutes for whole group and 30 minutes for differentiated instruction).	Smith, Elisa	10/12/2015	Formal/Informal Observation	11/25/2015 weekly
G1.B3.S1.A5	[no content entered]			one-time	
G1.B1.S1.A6	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity		10/12/2015	Formal/Informal Observation	11/25/2015 weekly
G1.MA1	Professional Development on the implementation of differentiated instruction to solidify the established framework within the 30 minute DI block.	Moline, Ruthmila	9/15/2014	Sign In sheets, agendas	10/30/2015 quarterly
G1.MA2	Conduct data chats to help teachers identify students with limited to insufficient progress on real world problem solving.	Moline, Ruthmila	10/6/2015	Sign in sheets, data protocol sheets	10/30/2015 biweekly
G1.MA3	Conduct coaching cycle that focus on Time Management and Differentiated Instruction for teachers in primary grades.	Moline, Ruthmila	10/12/2015	CSS and coaching logs, coaching cycle protocol form	10/30/2015 weekly
G1.MA4	Shifting common planning sessions with teachers arriving pre-planned leaving enough time to discuss and model in-depth understanding of problem solving questions.	Moline, Ruthmila	10/6/2015	Common planning agendas	10/30/2015 weekly
G1.MA5	Monitor and follow-up on the systems put in place to help our staff overcome the priority barrier.	Smith, Elisa	10/12/2015	Notes from walkthrough, coaching logs	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Effective Differentiated Instruction will show effectiveness when students' I-ready Mid-Year, End of Year Scores have increased in the areas of phonics and vocabulary.	Smith, Elisa	9/21/2015	Leadership meeting, test scores,	5/31/2016 quarterly
G1.B1.S1.MA1	Differentiated Instruction will be monitored throughout the year	Williams, Ruth	9/21/2015	Leadership meeting agenda, coaches' log	5/31/2016 monthly
G1.B3.S1.MA1	Monitor the use of text decoding, research based reading strategies and use of appropriate written responses	Kosnitzky, Adam	10/19/2015	Lesson plans, student journal, formal and informal assessment	5/27/2016 monthly
G1.B3.S1.MA1	Monitor the use of the pacing guide, planning cards and Item Specs aligned to the standards.	Kosnitzky, Adam	10/19/2015	Lessons plans, students journals, etc	5/27/2016 monthly
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	[no content entered]	Smith, Elisa	10/12/2015		6/3/2016 monthly

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 PD to identify the purpose of implementing DI based on students' academic needs.	\$0.00
2	G1.B1.S1.A2	Conduct individual data chats with teachers using relevant data to group students.	\$0.00
3	G1.B1.S1.A3	Utilize Common Planning time to plan for whole group (30 minutes) and prepare DI lessons (30 minutes).	\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles on Differentiated Instruction (Teacher Led, and Independent centers) to align instructional practices with fidelity.	\$0.00
5	G1.B1.S1.A5	Monitor the implementation of the collaborative planning framework (30 minutes for whole group and 30 minutes for differentiated instruction).	\$0.00
6	G1.B1.S1.A6	Conduct classrooms walkthrough to monitor the implementation of DI with fidelity	\$0.00
7	G1.B3.S1.A1	Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities and tasks to the standards for grades K-4.	\$0.00
8	G1.B3.S1.A2	Provide professional development on unwrapping the benchmark and develop an instructional framework for K-4 grade teachers to assist with lesson plans	\$0.00
9	G1.B3.S1.A3	Provide opportunities for collaborative planning with K-5 teachers	\$0.00
10	G1.B3.S1.A4	Model explicit instruction on daily objectives aligned to the cognitive complexity of the standards .	\$0.00
11	G1.B3.S1.A5		\$0.00
12	G1.B4.S1.A1	Target attendance students via the Attendance Bulletin. Contact parents	\$0.00
13	G1.B4.S1.A2	Bear Buck Incentive Program	\$0.00
14	G1.B4.S1.A3	Cloud 9 Initiative	\$0.00
15	G1.B4.S1.A4	Truancy Intervention Program	\$0.00
Total:			\$0.00