

Miami Norland Senior High School



2016-17 Schoolwide Improvement Plan

Miami Norland Senior High School

1193 NW 193RD ST, Miami, FL 33169

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Norland Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Miami Norland Senior High School is to provide a quality experience that will educate students to fulfill their roles as responsible, productive citizens who respect individuality, cultural differences, and realize their potential as life-long learners.

b. Provide the school's vision statement.

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

2. School Environment

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

At Miami Norland, we learn about our student's culture and build relationships through various avenues. We ensure all teachers and students are exposed to the diverse population of students through professional development, assemblies, and we allow all stakeholders to participate in team building activities. We also believe it is vital to build students' cultures by creating positive relationships between teachers and students. Our belief is that all students can and will learn. This belief was established by a system where high academic expectations and learning goals are routinely monitored by all stakeholders. The school systematically develops and executes a plan with goals, measurable strategies, and ongoing progress monitoring that promotes academic excellence. More importantly, we strive to create an environment in which students are able to clearly articulate their diverse personal academic goals in an effort to build rapport between teachers and students.

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

We create an environment where students feel safe and respected by building positive relationships with all stakeholders. We attain this goal by promoting a safe, respectful and inclusive student-centered learning environment that is focused on impartial opportunities that fosters academic growth. Additionally, we ensure our students understand they are a part of our safe and nurturing learning community.

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

Our school-wide behavior system entails our Positive Behavior Support Team (PBS). Our PBS team created a behavior plan that focuses on encouraging our students to continue building their academic

skills and becoming more efficient in their classes. Teachers and students are aware of this plan and through this plan we award students based on their abilities to continue academic and behavior success.

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

Our Student Services are a team of individuals who are committed and passionate in ensuring that our students social-emotional needs are met by providing individual counseling and other pupil services. More importantly, our students are provided mentoring services by City Year core members.

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	24	1	5	80	
One or more suspensions	0	0	0	0	0	0	0	0	0	57	44	10	18	129	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	55	7	3	85	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	57	44	10	18	129	

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

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

data collection, and data analysis. Specifically, these interventions are designed for individual students from evaluating information from day-to-day status reports in grade books, attendance, and other school records/reports. A school level team which include the school principal, assistant principals, counselors, data coach, content area, special education and English language learner teachers consistently review reports at the individual student and school levels to determine needs for interventions, assign students to those interventions, allocate school resources and examine school-level patterns. In addition, assistant principals and counselors meet to communicate academic progress to parents and students in a variety of ways. This includes mailing progress reports home to parents, notifying parents and students by mail at given times during the semester if a student is failing a class, has excessive absences, disciplinary issues or needs remediation, and encouraging parents to register through their parent portal to monitor the student's online grade book and attendance.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/348736>.

2. Description

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lee, Reginald	Principal
Gilzean, Chanda	Assistant Principal
Calixte, Teandra	Assistant Principal
Smith, William	Assistant Principal
Roberts, Ernest	Administrative Support
Knight, Christina	Instructional Coach
Roker, Tamara	Instructional Coach
Yearby, Tannysha	Instructional Coach
Murray, Jennifer	Assistant Principal
Harris, Kristie	Instructional Coach

b. Duties

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

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

The Instructional Leadership Team (ILT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The ILT will monitor the fidelity of the delivery of instruction and intervention and provide levels of support and interventions to students based on data.

Additionally, the team will

gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. Furthermore, the ILT will complete the following:

- Conduct monthly team meetings.
- Maintain communication with staff for feedback and provide information on procedures and data progress.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

At Miami Norland Senior High, services are provided to ensure students requiring additional remediation are

assisted through extended learning opportunities (during school intervention programs, Saturday Academy or summer school). The district coordinates with Title I in ensuring staff development needs are provided. Support services are provided to students. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify

systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Reginald Lee	Principal
Errol Cooper	Business/Community
Cleveland Roberts	Teacher
Doneal Ford	Parent
Ernest Roberts	Teacher
Vernon Ford	Teacher
Marquita Smith	Business/Community
Rene Oconnor	Teacher
Tyjah Holden	Student
Jahboria Holden	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year, our school improvement plan was created, implemented, and evaluated with our leadership team and the Educational Excellence of School Advisory Council (EESAC). Every month, our teams would meet, discuss, and plan based on data provided by assessments. During implementation of the plan, the leadership team monitors the fidelity and effectiveness of the plan. After findings, the leadership team shares their findings with the EESAC members and the information is specified in the school improvement plan.

b. Development of this school improvement plan

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Lee, Reginald	Principal
Calixte, Teandra	Assistant Principal
Gilzean, Chanda	Assistant Principal
Roker, Tamara	Instructional Coach
Koonce, Dina	Other
Pinder, Vanette	Other
Roberts, Ernest	Administrative Support
Yearby, Tannysha	Instructional Coach
Knight, Christina	Instructional Coach
Smith, William	Assistant Principal
Murray, Jennifer	Assistant Principal
Harris, Kristie	Instructional Coach

b. Duties

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

The Literacy Leadership Team will focus on initiatives for the 2016-2017 school year, specified for each core area. We will create and implement professional learning communities that focuses on literacy strategies across the curriculum. Specifically, in Literacy, there is limited evidence of corrective feedback allowing students to justify and elaborate on their thinking while being able to correct assignments targeting textual analysis. In Mathematics, there is limited use of planning multiple levels of questions to increase rigor and achieve benchmark mastery during Instructional Delivery. In Science, there is limited use of writing in the lab notebooks that students understand assessment criteria, monitor, and reflect on their work. In Social Science, there is inadequate evidence of data being utilized for instructional planning. Each professional learning community will focus on a strategy to assist with remediating the deficiencies in each area.

D. Public and Collaborative Teaching

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

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

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

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

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

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

Miami Norland implements the Mentoring and Induction for New Teachers (MINT) Program. Adapted from the districts MINT vision, the MINT program is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers.

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. Additionally, the MINT program will assist our new teachers with lesson planning, instructional performance evaluation and growth goal setting, modeling lessons, and shared best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

We ensure Miami Norland's core instructional programs and materials are aligned to the Florida Standards in several ways. First, teachers are required to utilize pacing guides and an instructional focus calendar that are aligned to the Florida Standards. Also, teachers are required to provide lesson plans that are aligned to the Florida Standards. Additionally, teachers implement differentiated instruction to drive their daily instruction to assist with re-mediating deficiencies. In addition, materials are implemented in all core classrooms that are state approved and adopted. Instructional programs and routines follow research-based strategies and practices. In order to ensure the programs and materials align to the Florida State Standards and are being implemented with fidelity, the leadership team closely monitors instructional practices and routines via classroom walk-throughs. Furthermore, through coaching cycles, instructional coaches assist teachers with strategic standards based lesson planning and assessments that are all aligned to the Florida State Standards.

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 60

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Reginald, teandra82@hotmail.com

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

This data is collected utilizing the district's software. The data is analyzed through professional development, common planning, and teacher collaboration. The effectiveness of this strategy is determined by administrative walkthroughs, data com, data chats, and administrative observations.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In order to provide support for our incoming and outgoing cohorts of students, we conduct articulation presentations. These presentations are held for the incoming ninth graders from the various feeder pattern

middle schools where information is shared and presented about our school, academies, advanced academics program, Conservatory of the Arts, activities, clubs, athletics, courses, vocational

programs, etc. Additionally, we conduct senior parent night to inform parents of Senior Students about their requirements and obligations, in order to graduate on time. Also, we have grade Level orientations that are conducted to receive information about the grade level curriculum, expectations, requirements, policies, and procedures. During this orientation, our counselors organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to speak to our students regarding their programs.

b. College and Career Readiness

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

Miami Norland offers Career Academies, such as the Academy of Biotechnology & Forensics, Academy of Dual Enrollment, Academy of Hospitality & Tourism, Academy of Information Technology, Academy of Hospitality of, Academy of Visual and Performing Arts, and the Academy of Sports Medicine. Teachers are assigned to an academy and performance based projects are assigned within an academy to ensue the student based knowledge for a career direction is acquired. This pathway allows students to prepare for post secondary institutions, vocational courses, armed forces, and the world of work.

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

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

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

- Academy of Biotechnology & Forensics
- Academy of Dual Enrollment
- Academy of Hospitality & Tourism
- Academy of Information Technology
- Academy of Hospitality of Visual and Performing Arts
- Academy of Sports Medicine

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

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

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

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

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

We strive to incorporate our career and technical education with academic courses through the individual academies. More specifically, we have created an positive relationship in order to conduct an open dialogue among partners and stakeholders. This dialogue also allows for us to leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Our partners are the Women of Tomorrow Mentor and Scholarship Program and various Post-Secondary Institutions. In addition, we offer post secondary assistance coordinated by the school's Graduation Coach who helps students to conduct research in programs, majors careers, and colleges. Our graduation coach also assists students in applying for colleges, universities, financial aid, scholarships, as well as register for the SAT, ACT, college fairs, Clearinghouse and NCAA. Furthermore, after-school assistance is also offered to students three times a week and parents are welcome to attend.

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

N/A

B. Problem Analysis Summary

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If core instruction is improved, then student achievement will increase 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved, then student achievement will increase by improving core instruction in all content areas. 1a

 G087990

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
AMO Math - All Students	59.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Supplemental Resources
- District Support Staff

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Reginald Lee

Schedule

On 2/1/2017

Evidence of Completion

District Based Assessments Reports

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved, then student achievement will increase by improving core instruction in all content areas. 1

 G087990

G1.B1 Limited evidence of student accountable talk that embodies meaningful and intellectual thinking. 2

 B233952

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

 S246770

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Reginald Lee

Schedule

On 9/8/2016

Evidence of Completion

Agenda and Sign in Sheets

Action Step 2 5

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

Person Responsible

Christina Knight

Schedule

Monthly, from 10/10/2016 to 12/23/2016

Evidence of Completion

Agenda and Sign in Sheets

Action Step 3 5

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

Person Responsible

Teandra Calixte

Schedule

On 9/9/2016

Evidence of Completion

Administrative Walk through documentation

Action Step 4 5

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

Person Responsible

William Smith

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Chanda Gilzean

Schedule

Biweekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

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

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

Administrative Walk through and Documentation

Person Responsible

Teandra Calixte

Schedule

Weekly, from 9/7/2016 to 6/1/2017

Evidence of Completion

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

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

Active Coaching Cycles

Person Responsible

Chanda Gilzean

Schedule

Biweekly, from 9/7/2016 to 1/31/2017

Evidence of Completion

Informal and Formal observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A320589	Introduce the action plan to the staff during the faculty meeting.	Lee, Reginald	9/8/2016	Agenda and Sign in Sheets	9/8/2016 one-time
G1.B1.S1.A3 A320591	Identify model teacher/classroom that has implemented high order questioning through academic...	Calixte, Teandra	9/6/2016	Administrative Walk through documentation	9/9/2016 one-time
G1.B1.S1.A2 A320590	Implement professional development/ lesson study on establishing norms and strategically planning...	Knight, Christina	10/10/2016	Agenda and Sign in Sheets	12/23/2016 monthly
G1.B1.S1.MA1 M333837	Active Coaching Cycles	Gilzean, Chanda	9/7/2016	Informal and Formal observations	1/31/2017 biweekly
G1.MA1 M333839	District Based Assessment, In house assessments, and teacher created assessments.	Lee, Reginald	9/7/2016	District Based Assessments Reports	2/1/2017 one-time
G1.B1.S1.A4 A320592	Follow up with the implementation of high order thinking and student academic discourse.	Smith, William	9/19/2016	Administrative Walk through Documentation, Lesson Plans, and Student Accountability Resources	5/26/2017 biweekly
G1.B1.S1.MA1 M333838	Administrative Walk through and Documentation	Calixte, Teandra	9/7/2016	Note taking, Note making, Formal and Informal Observations, and Administrative Documentation	6/1/2017 weekly
G1.B1.S1.A5 A320593	Monitor the implementation of higher order questions and student academic discourse.	Gilzean, Chanda	9/12/2016	Walkthrough notes, note taking/note making, and student end products.	6/1/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is improved, then student achievement will increase by improving core instruction in all content areas.

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

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

PD Opportunity 1

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

Facilitator

Christina Knight and Tamara Roker

Participants

Literacy Teachers

Schedule

Monthly, from 10/10/2016 to 12/23/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce the action plan to the staff during the faculty meeting.				\$0.00
2	G1.B1.S1.A2	Implement professional development/lesson study on establishing norms and strategically planning for meaningful academic discourse.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7381 - Miami Norland Senior High School	Other		\$0.00
3	G1.B1.S1.A3	Identify model teacher/classroom that has implemented high order questioning through academic discourse.				\$0.00
4	G1.B1.S1.A4	Follow up with the implementation of high order thinking and student academic discourse.				\$0.00
5	G1.B1.S1.A5	Monitor the implementation of higher order questions and student academic discourse.				\$0.00
Total:						\$0.00