

Miami-Dade County Public Schools

Norland Middle School



2016-17 Schoolwide Improvement Plan

Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

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

School Demographics

| | | |
|---|--|--|
| School Type and Grades Served (per MSID File) Middle School 6-8 | 2015-16 Title I School Yes | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 90% |
| Primary Service Type (per MSID File) K-12 General Education | Charter School No | 2018-19 Minority Rate (Reported as Non-white on Survey 2) 99% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | D* | D | F |

**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 Norland Middle 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

The school environment has been an area of focus for this school year. We have built in additional structures with our students and due to stakeholder buy in, we have been very successful in maintaining a safe environment where students and their learning processes come first. We promote our core values, A Husky LIFE – Accountability, Leadership, Integrity, Family, and Excellence. Our expectation is for every child to excel academically and socially. We also facilitate continuous education on the districts core values, "Values Matters" by implementing monthly activities via student services where students can gain a deeper understanding of the core values.

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.

Norland Middle School is participating in the PBS program again this school year. As we implement the program, we continue to have in place our established protocols for disciplinary incidents. Teachers and students are aware of expectations and consequences, which are reviewed

continuously; parents are informed of policies via contracts sent home which must be read, signed and returned.

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.

At Norland Middle School, our counselors, TRUST counselor and social workers work diligently to ensure student safety as well as mental and emotional well being. Training and professional development is on-going to ensure all procedures and protocols are met and that plans are in place to assist all students. We also provide mentoring to our students via two mentoring programs. Check and Connect, a mentoring program out of the University of Minnesota and My Brother's Keeper, a program initiated by President Obama, where we monitor identified students' attendance, academics and behavioral progress. Weekly communication with students as well as families ensures these programs are successful and supportive of student needs. Our Student Success Coach meets with students and families on a daily basis to identify and eliminate barriers that impede their overall progress.

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.

Norland Middle School utilizes the school Success Coach, school Social Worker and the Student Services department to monitor student absences as well as situations that arise based on student suspensions. Each counselor is responsible for approximately 475 students and they are continuously reviewing student case management and the students academic history. Students who earned a level 1 or 2 on 2015 statewide standardized assessments and on iReady diagnostic assessments are being monitored by their respective teachers as well as the Literacy and Mathematics coaches for remediation and are being targeted for our intervention program.

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 | 4 | 4 | 0 | 0 | 0 | 0 | 8 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 69 | 79 | 0 | 0 | 0 | 0 | 202 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 137 | 154 | 0 | 0 | 0 | 0 | 378 |

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 | 101 | 172 | 176 | 0 | 0 | 0 | 0 | 449 |

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

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

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/323387>.

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.

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

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 |
|---------------------|---------------------|
| Challenger , Sacha | Principal |
| Concepcion, Jessica | Assistant Principal |
| Martinetti, Kim | Instructional Coach |
| Simmons, Anika | Teacher, K-12 |
| Bailey, Georvonia | Teacher, K-12 |

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

Principal – Ronald Redmon
 Assistant Principal of Curriculum – Jessica Concepcion
 Assistant Principal – Genelle Quallo
 Assistant Principal of Community Schools – Lawrence Kennedy
 Math Coach - Rictressa Beaufort
 Reading Coach – Kim Martinetti
 Reading Coach – Denovilee Richardson
 Language Arts Department Chair – Georvonia Robinson-Bailey
 Social Studies Department Chair – Jasmine Williams
 Math Department Chair – Dudley Parker
 Science Department Chair – Anika Simmons
 Special Education Department – Trecia Rolle
 Magnet Lead Teacher – Damon Richardson
 Electives Department Chair – Garnika Lane
 Student Services Department Chair – Brigette Moody
 PD Liaison – Omelia Summerson
 6th Grade Chairperson – Cynthia Booker
 7th Grade Chairperson – Tammy Jordan-Davidson
 8th Grade Chairperson – Jasmine Noel

Tier 1

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

Tier 2

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

Tier 3 SST

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

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.

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

1. Leadership is vital, therefore, the following are members of the Leadership team:

- Administrators (Principal, Assistant Principals) who will ensure commitment and allocate resources;
- Department Chairs (Reading, Language Arts, Mathematics, Science, Social Studies, Magnet Lead, Electives), Reading Coaches, and Math Coach who share the common goal of improving instruction for all students; and
- Team members (Professional Development Liaison, Counselor, Trust Counselor, UTD Stewart, and

Grade Level Chairpersons) who will work to build staff support, internal capacity, and sustainability over time.

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

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

3. The levels of support (resources) are allocated in direct proportion to student needs. Level 1 and 2 students utilize increasingly more intense instruction and interventions.

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday Academy, or summer school. Staff professional development needs are required. The Reading Coaches develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved MTSS/Rtl model for middle schools.

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in

the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition to training to certify qualified mentors for the New Teacher (MINT) Program, training for add on endorsement programs, such as Reading, Gifted, ESOL, training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group, implementation and protocols.

Title II

Norland Middle School will utilize services that are provided through the district which uses supplemental funds for improving basic education as follows:

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

Title III

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

Title X- Homeless

*Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services to which they are entitled.

*The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community.

•Norland Middle School's Student Success Coach and Community Involvement Specialist identify and refer families in transition to Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services, which begin with the identification and classification of a student as homeless.

•The Norland Middle School Homeless Liaison, our school TRUST counselor provides training for all school site employees on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools, which Norland Middle School attends annually.

•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

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

•Norland Middle School will utilize the District Homeless Social Worker to ensure resources (donated clothing and donated school supplies, social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Norland Middle School will utilize SAI funds to provide before and after school tutorials for Levels 1

and 2 students as well as any student interested in tutoring.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, middle school counselor, and

TRUST specialist.

- Training and technical assistance for middle school teachers, administrators, counselors, TRUST specialist and Safe School Specialists is also a component of this program.
- TRUST Specialist focus on counseling students to solve problems related to drug and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

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

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

Career and Technical Education

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

Job Training

Parental

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

Other

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

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely

manner.

- HClOS will enhance the health education activities provided by the schools and by the health department.
- HClOS will assure all students receive health education.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Ronald Redmon | Principal |
| Georvonia Robinson | Teacher |
| Tongala Lynn | Teacher |
| Wajahat Quadri | Teacher |
| Loretta Hilton | Education Support Employee |
| Jessenia Patino | Business/Community |
| Gwendolyn Montague | Business/Community |
| Brigette Moody | Teacher |
| Carnesha Parks | Teacher |
| Herman Davis | Parent |
| Amina Holas | Parent |
| Jacqueline Morris | Parent |
| Keith Harrell | Parent |
| Angela Allen | Parent |
| Kyli Howard | Student |
| Esther Cherfils | Business/Community |
| Keyvon Harrell | Student |
| Ennovy Pacheco | Teacher |

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

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

b. Development of this school improvement plan

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

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

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

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

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

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 |
|---------------------|---------------------|
| Bailey, Georvonia | Teacher, K-12 |
| Martinetti, Kim | Instructional Coach |
| Concepcion, Jessica | Assistant Principal |
| Challenger, Sacha | Principal |
| Parker, Dudley | Teacher, K-12 |
| Simmons, Anika | Teacher, K-12 |

b. Duties

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

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

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.

Collaborative planning has been scheduled for each core academic area, either departmental or by subject area. The early release Professional Development that has been created is either built upon departments or across grade levels. We have also built in Professional Learning Communities into our

monthly schedule to provide teachers the opportunity to work together to resolve issues that arise at the school location.

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

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

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

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

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.

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

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.

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

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: After School Program

Minutes added to school year: 480

NMS has increased instructional learning time by offering the after school All-stars program, before and after school tutorial for those students not in the after school program.

Strategy Rationale

To provide students with the opportunity to receive additional support in all academic areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Concepcion, Jessica, jconcepcion@dadeschools.net

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

Data is collected on a quarterly basis through report card distribution. Additionally, data is collected through district topic assessments as well as i-Ready diagnostic assessments. Subject area coaches and teachers are responsible for interpreting assessments and implementing the necessary changes to classroom instruction based on the data to meet the needs of students.

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.

N/A

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.

N/A

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

N/A

3. 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

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.

N/A

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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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 quality instruction is implemented consistently in all content areas, and supported by the leadership team, then Norland Middle School will exhibit increased student proficiency as evidenced by student data.

1a

G088004

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 71.0 |
| Civics EOC Pass | 60.0 |
| AMO Math - All Students | 70.0 |
| Algebra I EOC Pass Rate | 95.0 |
| Geometry EOC Pass Rate | 100.0 |
| FCAT 2.0 Science Proficiency | 45.0 |

Targeted Barriers to Achieving the Goal 3

- Instructional planning to include an increase of student engagement opportunities and an instructional framework with delineated time frames for each component of the lesson plan as evidenced by teachers having difficulty consistently releasing students to collaborative discourse (lack of student accountable talk) and discussions allowing the flow of the work in the classroom from teacher led to student centered, and the need to maintain appropriate instructional pace in order to cover all standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

All available Student Assessment Data; Student Work Folders; Grade book.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If quality instruction is implemented consistently in all content areas, and supported by the leadership team, then Norland Middle School will exhibit increased student proficiency as evidenced by student data. **1**

G088004

G1.B1 Instructional planning to include an increase of student engagement opportunities and an instructional framework with delineated time frames for each component of the lesson plan as evidenced by teachers having difficulty consistently releasing students to collaborative discourse (lack of student accountable talk) and discussions allowing the flow of the work in the classroom from teacher led to student centered, and the need to maintain appropriate instructional pace in order to cover all standards. **2**

B233986

G1.B1.S1 Use a variety of instructional strategies to engage students in higher-order learning tasks and engage students in diverse activity structures. **4**

S246792

Strategy Rationale

Action Step 1 **5**

During collaborative planning, teachers will be provided with opportunities to review and reflect evidenced-based instructional strategies that promote student discourse.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Teacher reflection in collaborative planning..

Action Step 2 **5**

During collaborative planning, teachers will produce lessons that incorporate evidenced-based instructional strategies to promote student collaborative discussions, and diverse activity structures..

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Lesson plans that incorporate instructional strategies.

Action Step 3 5

Conduct coaching cycles on identified areas leading to an understanding of how to incorporate effective student collaborative discourse.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Coaching Cycle Documentation

Action Step 4 5

During instructional delivery, teachers will utilize an effective instructional framework to consistently engage students in collaborative discussions while promoting accountability for learning.

Person Responsible

Jessica Concepcion

Schedule

Daily, from 9/20/2016 to 6/8/2017

Evidence of Completion

Student Work during Collaborative Groups

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

Follow up on the implementation and effectiveness of lesson delivery during focused walk throughs with a concentration on student collaborative discourse.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walk through documentation and feedback

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

Student achievement increases

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/21/2016 to 12/13/2016

Evidence of Completion

All available student assessment data

G1.B1.S2 Plan instruction effectively for content mastery, appropriate pacing, and transitions. 4

S246793

Strategy Rationale

Action Step 1 5

During collaborative planning, teachers will backwards plan to develop lesson plans that include a variety of activities.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Completed lesson plan, collaborative planning sign in sheets and agendas.

Action Step 2 5

During collaborative planning, utilize all available appropriate instructional materials to ensure that rigorous lessons are created to promote critical thinking necessary to prepare students for the demands of the Florida Standards.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Observations of teacher reflection in collaborative planning.

Action Step 3 5

Instructional coaches will provide support through coaching cycles on pacing of instructional framework and instructional planning.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Coaching cycle documentation on Google Docs.

Action Step 4 5

Teachers will consistently close daily lesson by assessing students' mastery of the objective.

Person Responsible

Jessica Concepcion

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Student work, exit slip, and/or conclusion.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Follow up on the implementation and effectiveness of lesson delivery during focused walk throughs with a concentration on the framework and student product produced.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Walk through documentation and feedback; student work samples to include a variety of activities; assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student achievement increases.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/20/2016 to 6/8/2017

Evidence of Completion

Student assessment data.

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.MA1 M333891 | Student achievement increases | Challenger , Sacha | 9/21/2016 | All available student assessment data | 12/13/2016 weekly |
| G1.MA1 M333895 | Student Assessment Data (Topic Assessments, MYA, Student work) will be collected and reviewed to... | Concepcion, Jessica | 9/20/2016 | All available Student Assessment Data; Student Work Folders; Grade book. | 6/8/2017 weekly |
| G1.B1.S1.MA1 M333892 | Follow up on the implementation and effectiveness of lesson delivery during focused walk throughs... | Challenger , Sacha | 8/22/2016 | Walk through documentation and feedback | 6/8/2017 weekly |
| G1.B1.S1.A1 A320659 | During collaborative planning, teachers will be provided with opportunities to review and reflect... | Concepcion, Jessica | 9/20/2016 | Teacher reflection in collaborative planning.. | 6/8/2017 weekly |
| G1.B1.S1.A2 A320660 | During collaborative planning, teachers will produce lessons that incorporate evidenced-based... | Concepcion, Jessica | 9/20/2016 | Lesson plans that incorporate instructional strategies. | 6/8/2017 weekly |
| G1.B1.S1.A3 A320661 | Conduct coaching cycles on identified areas leading to an understanding of how to incorporate... | Concepcion, Jessica | 9/20/2016 | Coaching Cycle Documentation | 6/8/2017 weekly |
| G1.B1.S1.A4 A320662 | During instructional delivery, teachers will utilize an effective instructional framework to... | Concepcion, Jessica | 9/20/2016 | Student Work during Collaborative Groups | 6/8/2017 daily |
| G1.B1.S2.MA1 M333893 | Student achievement increases. | Challenger , Sacha | 9/20/2016 | Student assessment data. | 6/8/2017 weekly |
| G1.B1.S2.MA1 M333894 | Follow up on the implementation and effectiveness of lesson delivery during focused walk throughs... | Challenger , Sacha | 9/20/2016 | Walk through documentation and feedback; student work samples to include a variety of activities; assessment data. | 6/8/2017 weekly |
| G1.B1.S2.A1 A320663 | During collaborative planning, teachers will backwards plan to develop lesson plans that include a... | Concepcion, Jessica | 9/20/2016 | Completed lesson plan, collaborative planning sign in sheets and agendas. | 6/8/2017 weekly |
| G1.B1.S2.A2 A320664 | During collaborative planning, utilize all available appropriate instructional materials to ensure... | Concepcion, Jessica | 9/20/2016 | Observations of teacher reflection in collaborative planning. | 6/8/2017 weekly |
| G1.B1.S2.A3 A320665 | Instructional coaches will provide support through coaching cycles on pacing of instructional... | Concepcion, Jessica | 9/20/2016 | Coaching cycle documentation on Google Docs. | 6/8/2017 weekly |
| G1.B1.S2.A4 A320666 | Teachers will consistently close daily lesson by assessing students' mastery of the objective. | Concepcion, Jessica | 9/20/2016 | Student work, exit slip, and/or conclusion. | 6/8/2017 weekly |

V. Professional Development Opportunities

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

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 | During collaborative planning, teachers will be provided with opportunities to review and reflect evidenced-based instructional strategies that promote student discourse. | \$0.00 |
| 2 | G1.B1.S1.A2 | During collaborative planning, teachers will produce lessons that incorporate evidenced-based instructional strategies to promote student collaborative discussions, and diverse activity structures.. | \$0.00 |
| 3 | G1.B1.S1.A3 | Conduct coaching cycles on identified areas leading to an understanding of how to incorporate effective student collaborative discourse. | \$0.00 |
| 4 | G1.B1.S1.A4 | During instructional delivery, teachers will utilize an effective instructional framework to consistently engage students in collaborative discussions while promoting accountability for learning. | \$0.00 |
| 5 | G1.B1.S2.A1 | During collaborative planning, teachers will backwards plan to develop lesson plans that include a variety of activities. | \$0.00 |
| 6 | G1.B1.S2.A2 | During collaborative planning, utilize all available appropriate instructional materials to ensure that rigorous lessons are created to promote critical thinking necessary to prepare students for the demands of the Florida Standards. | \$0.00 |
| 7 | G1.B1.S2.A3 | Instructional coaches will provide support through coaching cycles on pacing of instructional framework and instructional planning. | \$0.00 |
| 8 | G1.B1.S2.A4 | Teachers will consistently close daily lesson by assessing students' mastery of the objective. | \$0.00 |
| Total: | | | \$0.00 |