Miami Norland Senior High School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	93%

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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Miami Norland Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- 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 Noralnd 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. Lastly, all students are aware that the adults in the building are here to ensure that all their social, emotional and physical needs are met.

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 and holistic growth. Additionally, we ensure our students understand they are a part of our safe and nurturing learning community. Our students are made aware throughout their educational journey that Miami Norland Senior High School is their safe haven and a place where their voices are heard.

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 includes members of our administrative and instructional leadership teams, faculty and staff members, community stakeholders as well as our student body. The implementation of the plan includes school wide incentives, interventions and progressive disciplinary measures. In addition, information is utilized from alternative to suspensions plans in order to ensure the aforementioned progressive disciplinary measures.

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 team are individuals who are both committed and passionate which ensures that our students social-emotional needs are met by providing individual and group counseling as well as crisis management strategies. In addition, our students are provided with mentoring services by City Year core members, administrators and faculty.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	
One or more suspensions	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	0	0	0	13	46	28	34	121
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	215	281	292	289	1077

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	234	41	185	94	554

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, Power BI and other school records/reports. A school level team which includes the school principal, assistant principals, counselors, instructional coaches, content area, special education and English language learner teachers consistently review school-wide and individual student data to determine needs for interventions, student assignments, as well as the allocation of prevalent school resources. In addition, assistant principals and counselors meet to communicate academic progress to parents and students in a variety of ways, including mailing progress reports and/or failure notices home to parents. Additionally, individualized parent/student conferences are held to address excessive absences, disciplinary issues or remediation needs. Parents are also encouraged to sign-in to their parent portal to monitor the student's online grade book and attendance records.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents and families will be engaged through the schools' various social media outlets, school website, and quarterly school wide teacher parent nights.

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.

Miami Norland Senior High School builds and sustains partnerships with the local community in myriad of capacities. In order to enhance our community partnerships, needs assessments are conducted annually through EESAC and other mediums in order to foster continued and effective partnerships. Additionally, community partners provide avenues for many of our magnet students to participate in internships, field-work as well and job shadowing opportunities. School-wide stakeholders take pride in building and sustaining these partnerships to ensure that the unique and diverse needs of our students are met.

C. Effective Leadership

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
Smith, William	Assistant Principal
Roberts, Ernest	Assistant Principal
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.

Reginald E. Lee, Principal, will oversee all instructional practices as well as provide all resources needed to improve student achievement.

Chanda Gilzean, Vice Principal, will oversee instructional practices of the Science department as well as assist the principal with all his duties and responsibilities.

William T. Smith, Assistant Principal, will oversee instructional practices of the Mathematics department.

Ernest Roberts, Assistant Principal, will oversee instructional practices of the English Language Arts and Reading departments.

Jennifer Murray, Assistant Principal, will oversee instructional practices of the Social Student department.

Christina Knight, Instructional Coach, will support instruction in the English Language Arts and Reading departments.

Tamara Roker, Instructional Coach, will support instruction in the English Language Arts and Reading departments.

Tannysha Yearby, Instructional Coach, will support instruction in the Mathematics department.

Kirstie Harris, Instructional Coach, will support instruction in the Science department.

The Leadership 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 the utilization of Power BI and other points of data analysis. The ILT will monitor the fidelity of the delivery of instruction and interventions and provide necessary levels of support. Additionally, the team will
gather and analyze data to determine professional development needs for faculty to improve student academic achievement.

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 to ensure staff development needs are provided and proper support services are available for 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. Instructional coaches also 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
Ernest Roberts	Teacher
Vernon Ford	Teacher
Rene Oconnor	Teacher
Tyjah Holden	Student
Jahboria Holden	Education Support Employee
Willie Curry	Parent
Daisy Jones	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 instruction in core instructional areas as well as magnet programs. Funds were also utilized for incentive and academic driven field trips. Additional allocation of money was used to support positive behaviors and attendance initiatives.

$2999.00 used for student incentives
$3000.00 allocated for college tours
$3100.00 students' classroom needs

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
Gilzean, Chanda	Assistant Principal
Roker, Tamara	Instructional Coach
Pinder, Vanette	Administrative Support
Roberts, Ernest	Assistant Principal
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 2017-2018 school year, specified for each core area. We will create and implement professional learning communities that focus on literacy strategies across the curriculum. In reading and language arts, there is limited evidence of data being utilized to drive planning and instruction. In Mathematics, there will be an emphasis on metacognitive questioning techniques in common planning to increase rigor and achieve benchmark mastery during Instructional Delivery. In Science, there is limited use of writing in lab notebooks highlighting students understanding of assessment criteria and the practice of reflection on their their work. In Social Science, there is inadequate evidence of data being utilized for instructional planning. Based on the aforementioned, each professional learning community will focus on a strategy that will facilitate with remediation of deficiencies in each area.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 building time in the master schedule for common planning that focuses on instruction. During weekly common planning sessions, departments have the opportunity to meet and collaborate with their colleagues and address the various

needs of the students. In addition, instructional coaches and administrators provide access to data from Power BI and other assessments that drive instructional decision-making throughout the process.

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: After School Program

Minutes added to school year: 10,800

After school programs and tutorials are utilized to support academic courses, assessments, and develop teacher pedagogy.

Strategy Rationale

This strategy allows the school to provide supplemental instruction for student remediation, enrichment, and improve teacher practices.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lee, Reginald, reginaldlee@dadeschools.net

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

This data is collected through student grades, district and state assessments, and teacher evaluations. The effectiveness of the strategy is determined by improved student grades, student test scores, and administrative walkthroughs/observations.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 organize

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, Academy of Sports Medicine. and iPrep. Teachers are assigned to an academy and performance based projects are assigned within academies to ensure that student based knowledge for career direction is acquired, ultimately allotting hands on experiences that prepare students for both college and careers.

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.

Miami Norland has also increased the number of Pre-AICE courses that are offered as part of our Cambridge program. Providing students with exposure to more rigorous courses in 9th and 10th grade better prepares students to take college-level courses while in high school.

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
- iPrep
- Cambridge

Students have an array of elective courses to choose from in the fields of performing arts, business, technology, and social sciences. Teachers individually market these programs and elective courses prior to Subject Selection using flyers announcements and grade level assemblies.

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.

Personal Social: 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 invididual 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, NCAA Clearinghouse. 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 additon, 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 throughout the school year.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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 data disaggregation and dissemination is conducted with frequency then fidelity core instruction will improve.

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 data disaggregation and dissemination is conducted with frequency then fidelity core instruction will improve. 1a

🔍 G096998

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	28.0
AMO Math - All Students	
Bio I EOC Pass	50.0
U.S. History EOC Pass	88.0

Targeted Barriers to Achieving the Goal 3

- Data disaggregation is occurring infrequently thereby providing uniformed instructional responses to students needs.

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

Monthly, from 9/11/2017 to 6/7/2018

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

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G1. If data disaggregation and dissemination is conducted with frequency then fidelity core instruction will improve. 1

🔑 G096998

G1.B1 Data disaggregation is occurring infrequently thereby providing uniformed instructional responses to students needs. 2

🔑 B260951

G1.B1.S1 Data chats will be conducted by administration/coaches during common planning every four and a half weeks utilizing Power BI, Fair Data, Reading Plus and Common Lit to provide teachers with the ability and understanding to respond to the needs of the students. 4

🔑 S276314

Strategy Rationale

Data chats will be conducted to ensure that students' needs are met by adjusting instruction, lesson plans and standard aligned grading reflecting the skill points that students need to develop to be successful in their respective courses.

Action Step 1 5

Using qualitative data collected from the school improvement and the continuous improvement reflection, the school leadership team will share results and findings to affirm common goals for stakeholders and drive conversations amongst faculty & staff in order to foster an organizational shift that enhances collegial awareness, shared vision and instructional practices, while also creating initial action plans.

Person Responsible

Reginald Lee

Schedule

Monthly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Agenda and Sign in Sheets

Action Step 2 `5`

Using developed action plans and feedback from the surveys, the school leadership team will design professional development opportunities that continue to disaggregate data and reinforce goals, while adjusting initial action plans.

Person Responsible

Christina Knight

Schedule

Every 3 Weeks, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agenda and Sign in Sheets

Action Step 3 `5`

Using adjusted action plans and additional feedback from suggestions boxes, google forms and surveys, the school leadership team will identify faculty to share best instructional practices and organizational routines to continue collegial awareness and improved school culture while continuously utilizing data to drive decision making.

Person Responsible

Reginald Lee

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Administrative Walk through documentation

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

Administrative Walk through and Documentation

Person Responsible

Ernest Roberts

Schedule

Weekly, from 9/11/2017 to 6/7/2018

Evidence of Completion

Data Chat Forms, Common Planning Minutes, Formal and Informal Observations, and Administrative Documentation

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

Active Coaching Cycles and Data Chats

Person Responsible

Chanda Gilzean

Schedule

Biweekly, from 9/11/2017 to 6/7/2018

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
2018					
G1.B1.S1.A2 A372115	Using developed action plans and feedback from the surveys, the school leadership team will design...	Knight, Christina	10/2/2017	Agenda and Sign in Sheets	6/1/2018 every-3-weeks
G1.MA1 M400275	District Based Assessment, In house assessments, and teacher created assessments.	Lee, Reginald	9/11/2017	District Based Assessments Reports	6/7/2018 monthly
G1.B1.S1.MA1 M400273	Active Coaching Cycles and Data Chats	Gilzean, Chanda	9/11/2017	Informal and Formal observations	6/7/2018 biweekly
G1.B1.S1.MA1 M400274	Administrative Walk through and Documentation	Roberts, Ernest	9/11/2017	Data Chat Forms, Common Planning Minutes, Formal and Informal Observations, and Administrative Documentation	6/7/2018 weekly
G1.B1.S1.A1 A372114	Using qualitative data collected from the school improvement and the continuous improvement...	Lee, Reginald	8/17/2017	Agenda and Sign in Sheets	6/7/2018 monthly
G1.B1.S1.A3 A372116	Using adjusted action plans and additional feedback from suggestions boxes, google forms and...	Lee, Reginald	10/27/2017	Administrative Walk through documentation	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If data disaggregation and dissemination is conducted with frequency then fidelity core instruction will improve.

G1.B1 Data disaggregation is occurring infrequently thereby providing uniformed instructional responses to students needs.

G1.B1.S1 Data chats will be conducted by administration/coaches during common planning every four and a half weeks utilizing Power BI, Fair Data, Reading Plus and Common Lit to provide teachers with the ability and understanding to respond to the needs of the students.

PD Opportunity 1

Using developed action plans and feedback from the surveys, the school leadership team will design professional development opportunities that continue to disaggregate data and reinforce goals, while adjusting initial action plans.

Facilitator

Christina Knight and Tamara Roker

Participants

Literacy Teachers

Schedule

Every 3 Weeks, from 10/2/2017 to 6/1/2018

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	Using qualitative data collected from the school improvement and the continuous improvement reflection, the school leadership team will share results and findings to affirm common goals for stakeholders and drive conversations amongst faculty & staff in order to foster an organizational shift that enhances collegial awareness, shared vision and instructional practices, while also creating initial action plans.	$0.00
2	G1.B1.S1.A2	Using developed action plans and feedback from the surveys, the school leadership team will design professional development opportunities that continue to disaggregate data and reinforce goals, while adjusting initial action plans.	$0.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		7381 - Miami Norland Senior High School	Other		$0.00

3	G1.B1.S1.A3	Using adjusted action plans and additional feedback from suggestions boxes, google forms and surveys, the school leadership team will identify faculty to share best instructional practices and organizational routines to continue collegial awareness and improved school culture while continuously utilizing data to drive decision making.	$0.00
			Total: $0.00