2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Norland Senior High School

1050 NW 195TH ST
Miami, FL 33169
305-653-1416
http://mnorland.dadeschools.net/

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
85%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	A	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Miami Norland Senior High School

Principal
Reginald E. Lee

School Advisory Council chair
Errol Cooper

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jorge Bulnes	Vice Principal
David Ladd	Assistant Principal
Teandra Calixte	Assistant Principal
Chanda Gilzean	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the SAC consists of the Principal, Principal's designee, Chairperson, United Teachers of Dade Steward, 5 Teachers, 1 Alternate Teacher, 1 Educational Support Employee, 5 Parents, 1 Alternate Parent, 1 Student, and 4 Business/Community Representative.

Involvement of the SAC in the development of the SIP

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 should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Activities of the SAC for the upcoming school year

The SAC will continue to plan, implement, monitor and support our school wide initiatives. The sac will also play an important role in ensuring the effective implementation of the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Reginald E. Lee		
Principal	Years as Administrator: 7	Years at Current School: 6

Credentials	Degrees Bachelors of Science Degree in Sociology, Masters of Science Degree in Mathematics, Certification: Educational Leadership
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Chanda Gilzean		
Asst Principal	Years as Administrator: 2	Years at Current School: 7

Credentials	Degrees Bachelors of Science in Micro Biology and Cell Science, Masters of Science in Educational Leadership Certification(s) Chemistry and Educational Leadership
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Teandra Calixte		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Degrees Bachelors of Arts in Theatre Performance, Masters of Science in Reading Certification(s) English 5-9, English 6-12, Reading, & Educational Leadership
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

David Ladd

Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Degrees Bachelors of Science in Music Education, Masters of Science in Educational Leadership Certification(s) Music (K-12) and Educational Leadership
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Jorge Bulnes

Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Degrees Bachelors of Science Degree in Mathematics Education, Masters of Science Degree in Mathematics Certification(s) Educational Leadership Gifted Endorsement Mathematics 5-9 Mathematics 6-12
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Instructional Coaches

# of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Linda Garcia

Full-time / School-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelors of Art in Psychology Masters in Reading Certification(s): Elementary Education English 6-12 ESOL Education Reading K-12
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Steve Wise

Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Science
Credentials	Bachelors of Science in Microbiology and Cell Science, Masters of Science in Forensic Chemistry Certification(s) Chemistry 6-12
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Vernon Ford		
Full-time / District-based	Years as Coach: 1	Years at Current School: 6

Areas	Mathematics
Credentials	Bachelors of Science in Computer Science Masters in Educational Leadership Specialist in Administration with Technology Certification(s): Math (6-9) Educational Leadership (K-12)
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Tannysha Evans		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7

Areas	Mathematics
Credentials	Bachelors in Secondary Mathematics Education Masters in Accounting Certification(s): Mathematics 6-12
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Deatra Adams		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelors of Arts in Journalism and Sociology Masters in Educational Leadership Certification(s) English 6-12 Educational Leadership K-12
Performance Record	'12 '11 '10 '09 '08 '07 School Grades A C D D F F AYP Y Y N N N N High Standards Reading - 30 17 17 24 20 20 High Standards Math - 56 46 47 56 45 43 Learning Gains (Reading) - 57 35 38 21 39 41 Learning Gains (Math) - 77 63 72 73 62 63 Gains (Reading) - 74 44 72 54 47 53 Gains (Math) - 66 65 72 77 66 66

Classroom Teachers

# of classroom teachers
110

 # receiving effective rating or higher
110, 100%

 # Highly Qualified Teachers
35%

 # certified in-field
3, 3%

 # ESOL endorsed
13, 12%

 # reading endorsed
13, 12%

 # with advanced degrees
44, 40%

 # National Board Certified
0, 0%

 # first-year teachers
9, 8%

 # with 1-5 years of experience
44, 40%

 # with 6-14 years of experience

28, 25%

 # with 15 or more years of experience

29, 26%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

2, 20%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

30

 # receiving effective rating or higher

30, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 Principal is responsible for teacher recruitment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Miami Norland implements the Mentoring and Induction for New Teachers (MINT) Program.
Mentor/Mentee/Rationale/Planned Mentorting Acticities:
Steve Wise/Corey Reichler/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices
Steve Wise/Amy Knight/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices
Deatra Adams/Crystal Johnson/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices
Deatra Adams/Dusty Havens/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices
Linda Garcia/ Fabio Puello/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RTI Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discussed clear expectations for instruction (Rigor, Relevance, Relationship); facilitated 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. The information was provided to the Educational Excellence School Advisory Committee to help develop the SIP.
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
The Leadership Team will provide levels of support and interventions to students based on data.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RTI Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discussed clear expectations for instruction (Rigor, Relevance, Relationship); facilitated 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. The information was provided to the Educational Excellence School Advisory Committee to help develop the SIP.
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
The Leadership Team will provide levels of support and interventions to students based on data

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets monthly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Also, the MTSS Leadership team will ensure the following:
• Focus on addressing individual student needs. The team will do so by utilizing the RtI process.
• Collection of data, analyze it, and apply effective interventions.
• The first level of support is the core instructional and behavioral practices designed for all students in the general curriculum.
• The second level of support is the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students who need further support.
• The third level of support is the intensive intervention which provides additional academic and / or behavioral support to individual students.
• The RtI Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.
Also, the team will:
1. Gather and analyze data to determine professional development for faculty as indicated by student

intervention and achievement needs.
2. Hold regular team meetings.
3. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
4. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
5. 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessments
• STAR TEST
• BBA, Interim assessments, ETO Monthlies
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The administrative team will support MTSS through data driven instruction, interventions, and RtI.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Secondary School Reform is funded by the Miami Dade County Public Schools, which offers schools the opportunity to have and eighth period day. This program offers additional courses for students to complete course recovery needed for graduation.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is based on the Florida Comprehensive Assessment Test 2.0. This data is collected utilizing the district's Edusoft software. The data is analyzed through professional development, common planning, and teacher collaboration. The effectiveness of this strategy is determined by administrative walk throughs, data com, data chats, and adminsitrative observations.

Who is responsible for monitoring implementation of this strategy?

The administration is responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Reginald Lee	Principal
Jorge Bulnes	Vice Principal
David Ladd	Assistant Principal
Teandra Calixte	Assistant Principal
Chanda Gilzean	Assistant Principal
Linda Garcia	Reading Coach
Deatra Adams	Reading Coach
Tannysha Evans	Math Coach
Vernon Ford	Math Coach
Steve Wise	Science Coach
Vanette Pinder	Activities Director
Denoville Smith	Reading Department Chairperson
Valencia Beaufort	Language Arts Chairperson
Anne Flynn	Writing Chairperson

How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to build the capacity of Literacy knowledge across the curriculum through school-wide literacy activities and to focus on areas of literacy concerns across the school.
The Literacy Leadership Team will meet monthly to engage in the following activities:
• Collaborate and focus on areas of literacy concerns across the school
• Collaborate to guarantee fidelity of implementation of the K-12 Comprehensive Reading Research Program
• Collaborate to establish model classrooms, to create a school-wide focus on literacy, and to participate in professional development and professional learning communities to build teacher capacity and increase student achievement in reading.

Major initiatives of the LLT

The Literacy Leadership Team will focus on two major initiatives for the 2012-2013 school year:
• Continue to facilitate the Word of the Week Initiative and add to the school-wide activities/incentives
• Continue to facilitate the Stop, Drop, and Read time and add to the school-wide activities/incentives
• Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
• Facilitate professional development on school-wide reading strategies and fidelity to strategies across the curriculum.
• Incorporating reading interventions into literacy classes (Reading, Language Arts, Writing and Freshman Experience)
• Incorporating literacy activities across the curriculum and promote literacy with parents and community stakeholders.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will attend and participate in professional development sessions that will enhance strategies for implementing reading across the curriculum. The targeted school-wide strategies for the 2013-2014 school year are:
• Reciprocal Teaching
• Making Connections (Text-to-text, Text-to-self, Text-to-world)
• Cloze Reading/Finish the Sentence/Fill in the Sentence
• Think-Write-Pair-Share
•Prefix of the Week
-Stop, Drop, and Read
In addition to the professional development sessions and ongoing coaching support, a school-wide independent reading time will be implemented every Friday for fifteen minutes entitled Stop Drop and Read. This initiative will be ongoing throughout the school year. The administrators and Reading Coaches will be responsible for monitoring the implementation of strategies, professional development, teacher and students support in an effort to continue participation in the school-wide reading initiatives. In addition, the instructional coaches will work with content area teachers throughout the school year via department meetings, common planning sessions, early release days, professional development days and or through lesson study sessions, to strategically implement reading strategies across the curriculum to bolster student achievement on State and District Assessments. Teachers will be provided with Reading Strategies to implement within their classroom and will be given support by the reading coaches. Reading Coaches will provide PD on how to implement these strategies and how bell ringers can assist in teaching reading, regardless of the subject area. Teachers will be provided a classroom library, which are leveled for a variety of readers at Miami Norland Senior High.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 the academics to real world settings.
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Students have an array of elective courses to choose from in the fields of fine and performing arts, business, construction, et al. Teachers individually market these programs prior to Subject Selection using BTV, flyers, and announcements.
All students participate in a Curriculum Overview held by the Student Services Division in February. They receive flowcharts for their respective academies, review requirements for graduation, and have the opportunity for a question and answer session. After completing the subject selection form, each student meets individually with their counselor to ensure that their Course History and accrued credits are on track towards graduation.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Miami Norland offers four Career Academies: Academy of Sports Marketing and Hotel Management, Academy of Informational Technology, Academy of Biotechnology & Forensic Science and The Academy of Instrumental Musicians. Teachers are assigned to an academy and performance based projects are assigned within an academy to ensure the student base knowledge for career direction is acquired. This laser-like focus allows students to prepare for post secondary institutions, vocational courses, armed forces, and/or the world of work.
The College Board AP Potential Report is used to help target students for Honors and Advanced Placement courses, which provides students a more rigorous course work to prepare them for postsecondary institutions. Norland has efforts in Place to increase the number of advanced courses offered to students across the curriculum. These efforts include Dual Enrollment courses to all eleventh and twelfth grade students in the areas of Business, English, Mathematics and Sports and Management.

Strategies for improving student readiness for the public postsecondary level

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.
Tools for Success: 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.
Surviving My First Year After High School is a tenth, eleventh, and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	16%	No	42%
American Indian		0%		
Asian		0%		
Black/African American	36%	26%	No	42%
Hispanic	38%	26%	No	44%
White		0%		
English language learners	20%	13%	No	28%
Students with disabilities	36%	28%	No	42%
Economically disadvantaged	36%	28%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	16%	23%
Students scoring at or above Achievement Level 4	60	8%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	14	58%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	368	66%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	104	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	42%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	17%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	22%	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	200	10%	15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	290	81%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		67%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	32%	39%	Yes	39%
American Indian				
Asian				
Black/African American	32%	32%	Yes	39%
Hispanic	32%	32%	Yes	39%
White				
English language learners	28%	28%	Yes	36%
Students with disabilities	43%	42%	No	49%
Economically disadvantaged	32%	32%	Yes	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	48%	53%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		53%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		53%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	150	10%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	33%	34%
Students scoring at or above Achievement Level 4	31	9%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	15%	21%
Students scoring at or above Achievement Level 4	14	3%	6%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		59%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		26%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	29%	34%
Students scoring at or above Achievement Level 4	33	10%	11%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	457	95%	98%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		95%	98%
Students taking CTE industry certification exams	434	95%	98%
Passing rate (%) for students who take CTE industry certification exams		95%	98%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	75%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	5%	3%
Students in ninth grade with one or more absences within the first 20 days	80	25%	20%
Students in ninth grade who fail two or more courses in any subject	50	15%	12%
Students with grade point average less than 2.0	50	15%	10%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	129	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	173	12%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	42	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	242	72%	74%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	40	2%	2%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Refer for the website below to view the Parent Involvement Plan.
https://www.fldoe.org/flbpso/pi/pdf/county/dade.pdf

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.

G2. Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.

G3. Increase student proficiency in Algebra by analyzing data and targeting deficiencies through explicit instruction in whole and small group instruction.

G4. Increase student proficiency in Geometry by analyzing data and focus on rigorous tasks.

G5. Increase the number of students passing earning a passing score on the Biology End of Course assessment.

G6. Integration of the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G7. In 2013, Miami Norland Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and disruptive behavior.

Goals Detail

G1. Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Acclerated Reader, Research based Reading programs, highly qualified Personnel, professional development opportunities, budget, and curriculum/instruction.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the Black subgroup as noted on the 2013 FCAT 2.0 administration was the lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.

- The area of deficiency for the Students with Disabilities subgroup as noted on the 2013 FCAT 2.0 administration was the lack of effective collaborative teaching by General Education and SPED teachers.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using FCAT 2.0 data and interim assessments

Person or Persons Responsible
Administration Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
District and Summative Assessments

G2. Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.

Targets Supported
- Writing

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring 3.5, as noted on the 2013 FCAT 2.0 administration was support due to lack of explicit instruction.

- There is limited evidence of consistent explicit instruction utilizing writing strategies, vocabulary, and conventions.

Plan to Monitor Progress Toward the Goal

Explicit Instruction

Person or Persons Responsible
Adminstration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walkthroughs and Formal Observations

G3. Increase student proficiency in Algebra by analyzing data and targeting deficiencies through explicit instruction in whole and small group instruction.

Targets Supported

- Math (High School)

- Algebra 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Instruction is not consistently explicit and does not include rigorous tasks.

- Instruction does not include systematic vocabulary instruction.

Plan to Monitor Progress Toward the Goal

Interim Assessments In class assessments

Person or Persons Responsible
Administration Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Administrative Walkthroughs

G4. Increase student proficiency in Geometry by analyzing data and focus on rigorous tasks.

Targets Supported

- Math ()

- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Instruction is not consistently explicit and does not include rigorous tasks at the rigor of anticipated assessments.

Plan to Monitor Progress Toward the Goal

Administrative Walkthroughs

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Administrative Walkthroughs

G5. Increase the number of students passing earning a passing score on the Biology End of Course assessment.

Targets Supported

- Science

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of consistency and commonality in Science classes.

Plan to Monitor Progress Toward the Goal

Administrative Walkthrough

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Administrative Walkthrough

G6. Integration of the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- CTE teachers lack of knowledge with Common Core Standards.

Plan to Monitor Progress Toward the Goal

Daily instruction

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Administrative Walkthroughs

G7. In 2013, Miami Norland Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and disruptive behavior.

Targets Supported
- EWS

- EWS - High School

Resources Available to Support the Goal
- Attendance Bullentin

Targeted Barriers to Achieving the Goal
- There is no clear system of identifying of students at risk of failing classes.

Plan to Monitor Progress Toward the Goal

Monitoring Tool

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Documentation

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.

G1.B1 The area of deficiency for the Black subgroup as noted on the 2013 FCAT 2.0 administration was the lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.

G1.B1.S1 Implement schoolwide strategies in non literacy based classrooms. Also, monitor effective implementation of school wide literacy strategies, such as Think-Write-Pair-Share, Literature Circles, Socratic Seminars, Concept of Definition Map, and Reciprocal Teaching.

Action Step 1

Provide professional development in higher order thinking skills, i.e. Socratic Seminars and Literature circles to promote critical thinking, reasoning, and student accountability talk. Implement and monitor the effective use of Socratic Seminars and Literature Circles in Reading and Language Arts.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

Ongiong

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

Facilitator:

Reading Coaches

Participants:

Reading and Language Arts Instructors

Action Step 2

Implement schoolwide strategies in non literacy based classrooms by coaching cycles and professional development.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

Facilitator:

Instructional Coach

Participants:

Reading Coaches

Action Step 3

Provide support to teachers in aligning lessons and activities to the appropriate FAIR Pattern and Profiles to drive instruction.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

Facilitator:

Reading Coaches

Participants:

Reaing Instructors

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

Observation and documentation of the coaching cylce.

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress Monitoring through FAIR Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Literacy Leadership Team

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal assessments, interim and benchmarks assessments

G1.B2 The area of deficiency for the Students with Disabilities subgroup as noted on the 2013 FCAT 2.0 administration was the lack of effective collaborative teaching by General Education and SPED teachers.

G1.B2.S2 Develop an observational classroom that focuses on explicit instruction.

Action Step 1

The Principal and assistant principals will monitor the consistent use of ETO Instructional Frameworks through targeted classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies • Instructional Frameworks, by subject area, throughout the school year Summative: 2013 FCAT Reading 2.0

Facilitator:

Reading Coaches

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.

G2.B1 The area of deficiency for students scoring 3.5, as noted on the 2013 FCAT 2.0 administration was support due to lack of explicit instruction.

G2.B1.S1 Instructors will explicitly teach students during differentiated instruction, use anchored paper, how to focus on specificity (word choice), avoid contrived language (vocabulary should be consistent throughout essay), create mental images/pictures through the use of appropriate and logical figurative language and incorporate voice.

Action Step 1

Professional Development that focuses on conventions and explicit instruction.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough Student Folders Formal and Informal Assessments

Facilitator:

Coach

Participants:

Writing Instructors

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Evidence of Explicit Instruction

Person or Persons Responsible

Adminstration and Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Obervation

Plan to Monitor Effectiveness of G2.B1.S1

Classroom Observations

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase student proficiency in Algebra by analyzing data and targeting deficiencies through explicit instruction in whole and small group instruction.

G3.B1 Instruction is not consistently explicit and does not include rigorous tasks.

G3.B1.S1 Explicit instruction

Action Step 1

Implement and monitor the utilization of active learning strategies, the Gradual Release model, and utilize the common board configuration including the Essential Questions as the framework for bell to bell instruction.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough Student work Assessments

Facilitator:

Math Coach

Participants:

Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Scheduled administrative and coaches walkthrough

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

Assessments

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

G4. Increase student proficiency in Geometry by analyzing data and focus on rigorous tasks.

G4.B1 Instruction is not consistently explicit and does not include rigorous tasks at the rigor of anticipated assessments.

G4.B1.S1 Implement the coaching cycle to model the Gradual Release model.

Action Step 1

Provide professional development that focuses on the gradual release model of I-do, We-do, You-do.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

Facilitator:

Coaches

Participants:

Coaches

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Coaches Log

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

Plan to Monitor Effectiveness of G4.B1.S1

Coaching cycles Informal observations

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

G5. Increase the number of students passing earning a passing score on the Biology End of Course assessment.

G5.B1 Lack of consistency and commonality in Science classes.

G5.B1.S1 Model active use of common board configuration in classrooms.

Action Step 1

Provide training on the effective and consistent use of the common board configuration.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough

Facilitator:

Science Coach

Participants:

Science Coach

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Coaching Cycle Walkthrough

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

Plan to Monitor Effectiveness of G5.B1.S1

Observations

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

G6. Integration of the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G6.B1 CTE teachers lack of knowledge with Common Core Standards.

G6.B1.S1 Provide professional development that focuses on common core standards.

Action Step 1

Professional Development

Person or Persons Responsible

Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey Project

Facilitator:

Instructional Coach

Participants:

Coach

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Walkthroughs

Person or Persons Responsible

Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches and Administrative Walkthrough

Plan to Monitor Effectiveness of G6.B1.S1

Curriculum and Instruction

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

G7. In 2013, Miami Norland Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and disruptive behavior.

G7.B1 There is no clear system of identifying of students at risk of failing classes.

G7.B1.S1 Create a monitoring system.

Action Step 1

Monitoring Tool

Person or Persons Responsible

PBS Coach

Target Dates or Schedule

Daily

Evidence of Completion

Placement of monitoring tool

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitoring Tool

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in a secure binder

Plan to Monitor Effectiveness of G7.B1.S1

Monitoring Tool

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in a secure binder

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

At Miami Norland Senior High services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected, and delinquent students.

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

C, Migrant Education Program.

Miami Norland Senior High receives funds to support the Educational Alternative Outreach program. Services

are coordinated with district Drop-out Prevention programs.

Miami Norland Senior High receives title III funds and 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 funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

tutorial programs (9-12)

parent outreach activities (9-12)

professional development on best practices for ESOL and content area teachers

coaching and mentoring for ESOL and content area teachers(9-12)

reading and supplementary instructional materials(9-12)

purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (9-12, RFP

Process)

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

• Miami Norland Senior High though the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools', and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2014 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.
Violence Prevention Programs
Miami Norland Senior High addresses violence and drug prevention services for students through curriculum
implemented by the classroom teachers and TRUST Specialist.
Miami Norland Senior High's TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family, violence and other crises.
Miami Norland Senior High offers students the opportunity to participate in an anger management group, and
in collaboration with PBS program, discuss strategies, and incentives to promote proactive measures to offset
violence.
Miami Norland Senior High participates in the Drug Free Youth In Town (D-FY-IT) Program to provide drug information, develop leadership skills, facilitate club meetings and coordinate special activities for students
Nutrition Programs
1) Miami Norland Senior High 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.
Miami Norland offers two courses that provide on Job training through: Career Experience opportunity and Workplace Essentials, which is paired up with executive internships.
Other
Parental Involvement Program Description
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' schedules as part of our goal to empower parents and build their capacity for involvement.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund /School Improvement Grant Initiative

in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial

tutorial instruction, Differentiated instruction/intervention, utilization of classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.

G1.B1 The area of deficiency for the Black subgroup as noted on the 2013 FCAT 2.0 administration was the lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.

G1.B1.S1 Implement schoolwide strategies in non literacy based classrooms. Also, monitor effective implementation of school wide literacy strategies, such as Think-Write-Pair-Share, Literature Circles, Socratic Seminars, Concept of Definition Map, and Reciprocal Teaching.

PD Opportunity 1

Provide professional development in higher order thinking skills, i.e. Socratic Seminars and Literature circles to promote critical thinking, reasoning, and student accountability talk. Implement and monitor the effective use of Socratic Seminars and Literature Circles in Reading and Language Arts.

Facilitator

Reading Coaches

Participants

Reading and Language Arts Instructors

Target Dates or Schedule

Ongiong

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

PD Opportunity 2

Implement schoolwide strategies in non literacy based classrooms by coaching cycles and professional development.

Facilitator

Instructional Coach

Participants

Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

PD Opportunity 3

Provide support to teachers in aligning lessons and activities to the appropriate FAIR Pattern and Profiles to drive instruction.

Facilitator

Reading Coaches

Participants

Reaing Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies

G1.B2 The area of deficiency for the Students with Disabilities subgroup as noted on the 2013 FCAT 2.0 administration was the lack of effective collaborative teaching by General Education and SPED teachers.

G1.B2.S2 Develop an observational classroom that focuses on explicit instruction.

PD Opportunity 1

The Principal and assistant principals will monitor the consistent use of ETO Instructional Frameworks through targeted classroom walkthroughs.

Facilitator

Reading Coaches

Participants

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folder • District Interim Assessments • ETO Monthlies • Instructional Frameworks, by subject area, throughout the school year Summative: 2013 FCAT Reading 2.0

G2. Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.

G2.B1 The area of deficiency for students scoring 3.5, as noted on the 2013 FCAT 2.0 administration was support due to lack of explicit instruction.

G2.B1.S1 Instructors will explicitly teach students during differentiated instruction, use anchored paper, how to focus on specificity (word choice), avoid contrived language (vocabulary should be consistent throughout essay), create mental images/pictures through the use of appropriate and logical figurative language and incorporate voice.

PD Opportunity 1

Professional Development that focuses on conventions and explicit instruction.

Facilitator

Coach

Participants

Writing Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough Student Folders Formal and Informal Assessments

G3. Increase student proficiency in Algebra by analyzing data and targeting deficiencies through explicit instruction in whole and small group instruction.

G3.B1 Instruction is not consistently explicit and does not include rigorous tasks.

G3.B1.S1 Explicit instruction

PD Opportunity 1

Implement and monitor the utilization of active learning strategies, the Gradual Release model, and utilize the common board configuration including the Essential Questions as the framework for bell to bell instruction.

Facilitator

Math Coach

Participants

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough Student work Assessments

G4. Increase student proficiency in Geometry by analyzing data and focus on rigorous tasks.

G4.B1 Instruction is not consistently explicit and does not include rigorous tasks at the rigor of anticipated assessments.

G4.B1.S1 Implement the coaching cycle to model the Gradual Release model.

PD Opportunity 1

Provide professional development that focuses on the gradual release model of I-do, We-do, You-do.

Facilitator

Coaches

Participants

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthroughs

G5. Increase the number of students passing earning a passing score on the Biology End of Course assessment.

G5.B1 Lack of consistency and commonality in Science classes.

G5.B1.S1 Model active use of common board configuration in classrooms.

PD Opportunity 1

Provide training on the effective and consistent use of the common board configuration.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Walkthrough

G6. Integration of the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G6.B1 CTE teachers lack of knowledge with Common Core Standards.

G6.B1.S1 Provide professional development that focuses on common core standards.

PD Opportunity 1

Professional Development

Facilitator

Instructional Coach

Participants

Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey Project

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.	$200
G2.	Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.	$100
	Total	$300

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
District	$200	$0	$200
TItle I	$0	$100	$100
Total	$200	$100	$300

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase Reading proficiency by analyzing data and targeting deficiencies through explicit, small group, data driven instruction.

G1.B1 The area of deficiency for the Black subgroup as noted on the 2013 FCAT 2.0 administration was the lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.

G1.B1.S1 Implement schoolwide strategies in non literacy based classrooms. Also, monitor effective implementation of school wide literacy strategies, such as Think-Write-Pair-Share, Literature Circles, Socratic Seminars, Concept of Definition Map, and Reciprocal Teaching.

Action Step 1

Provide professional development in higher order thinking skills, i.e. Socratic Seminars and Literature circles to promote critical thinking, reasoning, and student accountability talk. Implement and monitor the effective use of Socratic Seminars and Literature Circles in Reading and Language Arts.

Resource Type

Professional Development

Resource

District Adopted Reading Programs such as Hampton Brown Edge, Jamestown Navigator, Janet Allen's Plugged Into Reading, Novels, FCAT Focus, and FCAT Explorer.

Funding Source

District

Amount Needed

$200

G2. Increase our Writing proficiency by analyzing student data and the effective implementation of the writing process.

G2.B1 The area of deficiency for students scoring 3.5, as noted on the 2013 FCAT 2.0 administration was support due to lack of explicit instruction.

G2.B1.S1 Instructors will explicitly teach students during differentiated instruction, use anchored paper, how to focus on specificity (word choice), avoid contrived language (vocabulary should be consistent throughout essay), create mental images/pictures through the use of appropriate and logical figurative language and incorporate voice.

Action Step 1

Professional Development that focuses on conventions and explicit instruction.

Resource Type

Evidence-Based Program

Resource

Training on the Gradual Release Model.

Funding Source

TItle I

Amount Needed

$100