

Miami-Dade County Public Schools

# Norland Middle School



2021-22 Schoolwide Improvement Plan

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# Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

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

## Demographics

**Principal: Sacha Challenger T**

Start Date for this Principal: 7/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (43%) 2016-17: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	89%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

## School Grades History

Year Grade	2020-21	2019-20	2018-19	2017-18
	C	C	C	C

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Norland Middle School seeks to equip students academically, socially, and emotionally through increased exposure to diversity utilizing technology and real-world experiences. Our goal is to develop ethical, independent, thinkers and scholars who accept their responsibilities as local, national, and global citizens.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Challenger , Sacha	Principal	As the Principal, Dr. Challenger ensures that all academic policies and curriculum are followed. She oversees daily operations and creates a system to monitor and track measures of academic success of the school. Her mission is to help maximize teaching potential by establishing an open-door policy for all stakeholders to share, express, and develop solutions for their concerns. Dr. Challenger ensures that Norland Middle is a safe, welcoming atmosphere free of bias in which students can achieve their maximum potential by developing a culture of shared leadership, building capacity of teachers and developing student leaders.
Clare, Norminicka	Reading Coach	As an Instructional Coach, Ms. Clare assists in all academic policies related to the Literacy curriculum. She is skilled at developing systems that help teachers and administrators track benchmarks that measure the success of the school. Her mission is to help maximize teacher and student potential by encouraging them to become leaders at Norland Middle School. Ms. Clare provides the vision and leadership to develop, administer, and monitor student achievement. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders. She also supports teachers in planning , delivering and assessing quality Reading instruction and intervention.
Green, Shannon	Reading Coach	As an Instructional Coach, Ms. Green assists in all academic policies related to the Literacy curriculum. She is skilled at developing systems that help teachers and administrators track benchmarks that measure the success of the school. Her mission is to help maximize teacher and student potential by encouraging them to become leaders at Norland Middle School. Ms. Green provides the vision and leadership to develop, administer, and monitor student achievement. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Delancy, Nicole	Math Coach	As an Instructional Coach, Ms. Delancy-Charles assists in all academic policies related to the Math curriculum. She is skilled at developing systems that help teachers and administrators track benchmarks that measure the success of the school. Her mission is to help maximize teacher and student potential by encouraging them to become leaders at Norland Middle School. Ms. DELANCY-CHARLES provides the vision and leadership to develop, administer, and monitor student achievement. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Douglas , Dannitra	Assistant Principal	As an Assistant Principal, Ms. Douglas assists in all academic policies and curriculum. She develops systems to track standards and measure the success of her departments. Ms. Douglas' mission is to help maximize educator's potential by meeting and listening to teachers and student concerns. Her goal is to create an atmosphere that is free of bias and is student centered. Ms. Douglas's goal is to increase student potential by encouraging them to become leaders both in school and in their communities. Ms. Douglas provides the vision and leadership to develop, administer, and monitor English Language

Name	Position Title	Job Duties and Responsibilities
		Arts, Reading, and Social Sciences. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Hayes, Tiffany	Assistant Principal	As an Assistant Principal, Ms. Kitchens assists in all academic policies and curriculum. She develops systems to track standards and measure the success of her departments. Her mission is to help maximize educator’s potential by meeting and listening to teachers and student concerns. Her goal is to create an atmosphere that is free of bias and is student centered. Her goal is to increase student potential by encouraging them to become leaders both in school and in their communities. Ms. Kinchens provides the vision and leadership to develop, administer, and monitor Math and Science. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.

**Demographic Information**

**Principal start date**

Friday 7/19/2019, Sacha Challenger T

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

**Total number of teacher positions allocated to the school**

47

**Total number of students enrolled at the school**

757

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	235	266	257	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	51	91	81	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	23	8	18	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	38	6	10	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	40	53	0	0	0	0	121
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	49	46	0	0	0	0	120
Number of students with a substantial reading deficiency	0	0	0	0	0	0	111	161	155	0	0	0	0	427

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	46	52	59	0	0	0	0	157

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	1	10	0	0	0	0	14

**Date this data was collected or last updated**

Monday 7/19/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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
Number of students enrolled	0	0	0	0	0	0	289	271	305	0	0	0	0	865
Attendance below 90 percent	0	0	0	0	0	0	92	83	109	0	0	0	0	284
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	8	19	1	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	6	12	3	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	41	54	77	0	0	0	0	172
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	48	85	0	0	0	0	183

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	53	61	80	0	0	0	0	194

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	10	4	0	0	0	0	15

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	58%	54%	32%	56%	53%
ELA Learning Gains				43%	58%	54%	44%	56%	54%
ELA Lowest 25th Percentile				36%	52%	47%	36%	52%	47%
Math Achievement				34%	58%	58%	29%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				43%	56%	57%	36%	56%	57%
Math Lowest 25th Percentile				41%	54%	51%	33%	55%	51%
Science Achievement				44%	52%	51%	47%	52%	52%
Social Studies Achievement				53%	74%	72%	66%	73%	72%

**Grade Level Data Review - State Assessments**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	28%	58%	-30%	54%	-26%
Cohort Comparison						
07	2021					
	2019	27%	56%	-29%	52%	-25%
Cohort Comparison		-28%				
08	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	30%	58%	-28%	55%	-25%
Cohort Comparison						
07	2021					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-30%				
08	2021					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	97%	68%	29%	67%	30%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	52%	73%	-21%	71%	-19%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	92%	63%	29%	61%	31%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

We used assessment data from i-Ready (AP1, AP2 and AP3), Topic Assessments for Mathematics, Civics and Science as well as District developed Mid-Year assessments. (Civics, Algebra, Geometry, Biology and Science) to compile our data as seen in part 2.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.6	45.3	29.4
	Economically Disadvantaged	37	43.5	27.8
	Students With Disabilities	9.5	9.5	9.5
	English Language Learners	8.3	0	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.5	46.5	28.2
	Economically Disadvantaged	33.5	45.2	27.0
	Students With Disabilities	9.5	9.5	4.8
	English Language Learners	16.7	16.7	8.3
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4	46.4	26.8
	Economically Disadvantaged	42.5	45.2	26.9
	Students With Disabilities	16.0	16.0	8.0
	English Language Learners	25.0	25.0	25.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.4	33.5	25.1
	Economically Disadvantaged	25.6	32.4	23.7
	Students With Disabilities	8.0	12.0	12.0
	English Language Learners	12.5	12.5	12.5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	57.9	0
	Economically Disadvantaged	0	54.6	0
	Students With Disabilities	0	44.4	0
	English Language Learners	0	24.0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40.9	45.4	26.0
	Economically Disadvantaged		40.2	43.9	25.9
	Students With Disabilities		27.3	31.8	9.1
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		22.3	30.1	20.8
	Economically Disadvantaged		21.3	28.9	19.3
	Students With Disabilities		0	13.6	18.2
	English Language Learners		0	0	14.3
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	14.0	0
	Economically Disadvantaged		0	14.0	0
	Students With Disabilities		0	10.0	0
	English Language Learners		0	17.0	0
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	30	26	6	11	14	9	27			
ELL	22	40	40	15	17	24	19	50			
BLK	28	32	24	19	19	24	33	45	57		
HSP	30	38	21	19	16	8					
FRL	26	31	25	19	18	23	32	43	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	29	27	5	24	27		18			
ELL	13	42	43	29	35	41	19	44			
BLK	34	43	36	34	43	41	43	53	89		
HSP	31	46	43	35	46		31	63			
MUL	46	64		50	45						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	33	43	35	34	43	41	44	53	87		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	24	26	6	13	7		25			
ELL	14	31	28	17	24	27		30			
BLK	32	44	35	29	36	33	47	66	62		
HSP	41	46	50	22	31	40	46	60			
MUL	30	58		35	45						
FRL	33	44	37	28	35	32	47	65	62		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	10
Percent Tested	96%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Based on the 2019 data from the Florida Standards Assessment Test (FSA) in Reading and Mathematics, it was found that 34% of students in grades 6-8 scored proficiently. The data also shows that the English Language Learners (ELL) subgroup is the lowest performing subgroup in all content areas based on a 0% proficiency compared to other subgroups. Additionally, based on the 2021 Florida Standards Assessment (FSA), ELA proficiency decreased by 5% (33% in 2019 to 28% in 2021) and Mathematics proficiency decreased by 10% (26% in 2019 to 16% in 2021) .

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on i-Ready data, 6th-grade ELA students displayed the greatest need for improvement. This is evidenced by a decrease in English Language Learners from 9% to 8%. In addition, according to the Florida Standards Assessment (s) ELA Learning Gains went from 44% to 43%.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

It has been concluded that the contributing factors for this need for improvement was Differentiated Instruction not being monitored with fidelity. As a result, there was a data point reduction in i-Ready and on the 2019 Florida Standards Assessment (FSA) test. In addition, there was also a decrease in proficiency in both Reading and Math based on the 2021 Florida Standards Assessment (FSA)(5% decrease in ELA and 10 % decrease in Math).The new actions that need to be taken are ensuring that teachers are implementing differentiated instruction with fidelity in all content area classes and providing a school site Professional Learning Community to build teacher capacity and improve overall student performance. The decrease in data points in content areas contributed to this new action.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the i-Ready data, 6th grade Math students showed a 13% increase from Fall AP1 to Spring AP2. In the 6th grade ELA, students showed a 6% increase from the Fall AP1 to the Spring AP2.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement included constant usage and monitoring of i-Ready. As a school-wide effort, we closely monitored i-Ready progress and program usage as well as monitoring the administration of all three diagnostics. We promoted school-wide incentives for moving up a tier and increased usage. Teachers used i-Ready Teacher Toolbox Resource for their Differentiated Instruction lessons.

#### What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, Norland Middle School teachers will conduct Differentiated Instruction lessons consistently. They will use data to drive instructional decision-making. Additionally, common planning will be approached more strategically with a focus on planning for those differentiated lessons. The

coaches will work with teachers to plan effectively for standard-based instruction and will develop interventions aligned to our data. We will offer extended learning opportunities to all students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The factors to accelerate learning include common planning that focuses on standard based instruction that highlights enrichment lessons. Additionally, professional development opportunities for teachers will be developed to assist with effective DI (Differentiated Instruction) instructional delivery and analysis of data when data becomes available. The team will ensure the alignment of research based resources for small groups, and implementing continuous data chats with individual feedback and next steps.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services for students will include providing small group interventions to the lowest 25% and Tier 3 students on i-Ready. Common planning will be scheduled weekly, and members of the Leadership Team will attend to ensure strategies are being planned for and implemented school-wide. Extended learning opportunities will be provided to targeted students.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** As evidenced by the 2019 Florida Standards Assessment Test, (FSA) the ELA data indicated that a total of 98 students were identified as an FSA Level 1. Twenty-one of these students were in grade 6, thirty-three were in grade 7, and forty-four were in grade 8. Similarly, the 2019 Florida Standards Assessment Test (FSA) in Math indicated that there are a total of 180 FSA level 1 students. Forty-six of these students were in grade 6, Sixty-four were in grade 7, and seventy were in grade 8. Additionally, based on the 2021 Florida Standards Assessment in ELA, indicated a total of 175 students who were identified as an FSA Level 1. Forty-one of these students were in grade 6, Fifty-six students were in grade 7, and seventy-eight students were in grade 8. The 2021 Florida Standards Assessment (FSA) in Math, indicated a total of 174 FSA level 1 students. Forty-one of these students were in grade 6, fifty-five students were in grade 7, and seventy-eight students were in grade 8. Understanding this, a continued effort must be placed on differentiating instruction in order to meet the individual needs of our students .

**Measurable Outcome:** If teachers differentiated their instruction, then there will be a 15% increase in student proficiency as evidenced by the 2022 Florida Standards Assessment.

**Monitoring:** Implementation of Differentiated Instruction will be monitored by administrators using an electronic Microsoft form to capture observations and record administrative feedback from walkthroughs. Administrators, during Leadership Team meetings will review on-going progress monitoring data and the team will develop next steps as it relates to the data points.

**Person responsible for monitoring outcome:** Sacha Challenger (pr6571@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-driven Instruction will assist teachers in accelerating the learning gains of our FSA Level 1 students through a systematic approach of instruction in order to meet the students' needs. Data-driven instruction will be monitored using data trackers and improvement on growth monitoring assessments.

**Rationale for Evidence-based Strategy:** The implementation of Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to improve the learning gains of students. Teachers will develop lessons that are customized to student needs. Teachers will adjust their instructional plans and instructional delivery as new data becomes available.

**Action Steps to Implement**

- 09/08/2021: (Ongoing): Transformation Coaches and teachers during department meetings will disaggregate both state assessments and i-Ready data to identify areas of focus and create groups.
- 09/08/2021: (Ongoing) Transformation Coaches during common planning will assist teachers with developing lessons that are aligned to the data.
- 09/08/2021: (Ongoing) Transformation Coaches and teachers, during common planning will review on-going progress monitoring and will adjust instruction accordingly.
- 09/08/2021: (Ongoing) Administrators will evaluate student success through end-products, assessments, and growth monitoring reports and will ensure that during the Leadership Team meetings next steps are targeted.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

11/30/21: (Ongoing) Teachers will actively plan for small group instruction during collaborative planning. Teachers will be able to create weekly small group lessons that focus on individual student needs as identified by I ready, topic assessments, Read 180 data, formative assessment data.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

11/30/21: (Ongoing) Working with the coaches and curriculum support specialist, teachers will develop department-wide DI best practice. Practices may include the use of student roles (i.e., timekeeper), accountability logs for different rotations (including technology logs, independent reading) and exit tickets.

**Person Responsible** Tiffany Hayes (tlhayes@dadeschools.net)

1/29/22 (Ongoing) Additional support for new teachers and the addition of interventionist support will help to sustain our intended outcome. Primarily, the additional support is needed for new teachers who are having difficulty with planning for and facilitating the 5-day iReady intervention. Now that our 8th grade ELA position has been filled, our literacy coach will be able to resume coach/teacher collaborations focused on data driven and differentiated instruction.

Likewise, core Math instructors will benefit from additional professional development on Differentiated Instructions. Specifically in 8th grade, which is our lowest performing grade. Currently, DI is not being done with fidelity in core Math classes. For this reason, teachers will participate in a DI primer. With the addition of a new Algebra instructor, our Math coach will be able to resume coach/teacher collaborations focused on data driven and differentiated instruction.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

1/29/22 (Ongoing) As we move closer to Spring assessments, our instructional focus is shifting. Our teachers will be taking a deeper dive into the standard data in order to address weaker performance areas. Our ELA department has a rookie 8th grade teacher who will need support with this process. This includes coach modeling and co-teaching. Likewise, the Math department has a new Algebra teacher who is scheduled to begin January 31st. She and our Math coach will co-teach for two weeks to assist in the transition. Additionally, math common planning will be streamlined so that teachers are grouped based on tiers as opposed to grade level. In doing so, the coach will be able to provide targeted support to newer instructors, while giving veteran teachers the opportunity to build capacity in other areas. These will be monitored by our administrative team through weekly walkthroughs and common planning visits. The timeline for this will span from January 24th until April 29th.

**Person Responsible** Tiffany Hayes (tlhayes@dadeschools.net)

**#2. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus Description and Rationale:** Based on the review of the 2020-2021 School Professional Development Needs Survey, our school will implement the Targeted Element of Professional Learning Communities. We selected the overarching area of Professional Learning Communities based on our data findings. 40.47% of teachers indicated that they would benefit from a Professional Learning Community. This data indicates that the school is not meeting the unique needs of teachers. It is evident that the school must improve the ability to support teachers with further development of their skills. We will provide a school site Professional Learning Community to develop teacher practice which will in turn improve overall student achievement.

**Measurable Outcome:** If we successfully implement Professional Learning Communities , then we will decrease teacher requests for PLC's by 5 percentage points as evidenced on the 2021-2022 Professional Development Needs Survey.

**Monitoring:** To effectively monitor the implementation of Professional Learning Communities, the Professional Learning School Team and Leadership Team will conduct weekly walkthroughs to evaluate the effectiveness of Professional development sessions provided. The Leadership Team and Professional Learning school team will meet weekly to plan and discuss the facilitation of the upcoming professional development session. Faculty will complete quarterly professional development surveys and evaluations to request support and provide feedback for sessions provided.

**Person responsible for monitoring outcome:** Dannitra Douglas (ddouglas@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Professional Learning Communities, our school will focus on the evidence-based strategy of: Job-Embedded Professional Development. Job-Embedded Professional Developments will assist with enhancing teachers' content specific instructional practices with the intent of improving student learning.

**Rationale for Evidence-based Strategy:** Job-Embedded Professional Developments will ensure that teachers are using applicable, relevant, research-based content specific instructional practices tailored to student instructional and engagement needs.

**Action Steps to Implement**

08/2021-09/2021: The Professional Learning School Team and Leadership Team will conduct and review a Professional development needs survey to determine a focus.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/08/2021: (Ongoing) The Professional Learning School Team and Leadership Team will create a school- wide professional development calendar for the year and share with teachers.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/08/2021: (Ongoing): The Professional Learning School Team will facilitate weekly professional development sessions during "PD Wednesdays" every Wednesday from 8:30AM-9:00AM and during planned professional development days.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/08/2021: (Ongoing) The Professional Learning School Team and Leadership Team will conduct weekly walkthroughs to monitor effectiveness of professional development sessions.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/08/2021:(Ongoing)The Professional Learning School Team and Leadership Team will provide weekly informal/formal feedback from walkthroughs and provide support (if applicable) from Professional Learning School Team or Instructional Coaches.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/08/2021:(Ongoing) Teachers will complete quarterly professional development needs surveys/evaluations to request and evaluate sessions.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

11/30/21: PLST team will collaborate to streamline PD Wednesdays, so the topics presented support our first area of focus: Differentiated Instruction.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

12/1/21: (Ongoing) School Site professional development activities will be extended to include Learning Walks. Instructional Coaches and Department Chairpersons will work together to identify model classrooms to be visited during Learning Walks.

**Person Responsible** [no one identified]

1/29/22 (Ongoing)In an effort to ensure meaningful engagement and takeaways, administration will implement PD Wednesday follow-up surveys using Microsoft Forms. This will provide more tangible quantitative and qualitative data.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

1/29/22 (Ongoing) At the close of the AP2 window, admin will conduct data chats with their respective departments and develop a plan for addressing students who are not working at proficiency.

**Person Responsible** [no one identified]



**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the results of the 2020-21 School Climate Survey, our school will implement the targeted element of Social Emotional Learning. Through our data review, 52% of students indicated that our counselors were not helpful with helping them solve school and personal problems. Another 56% of students indicated that adults in the building did not care about them as individuals. We recognize the need to tailor our Social Emotional Learning initiatives and improve positive social interactions, support systems, connections, and relationships with students and staff.

**Measurable Outcome:** If we successfully implement the targeted element of Social Emotional Learning, students and staff will be able to demonstrate the effective practice of mindfulness that will contribute to improved student outcomes and positive relationships . With consistent student incentives and SEL activities, our students will demonstrate a decrease of 12% on the School Climate Survey in June 2022 indicating a shift in both positive relationships and connections with staff.

**Monitoring:** To effectively monitor the implementation of Social Emotional Learning, the Leadership and SEL team will monitor the implementation of the SEL calendar as well as all school-wide SEL initiatives. Administration and the SEL team will conduct weekly walkthroughs to determine if the initiatives are taking place. The team will follow up with stakeholders as it relates to next steps.

**Person responsible for monitoring outcome:** Sacha Challenger (pr6571@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of Mindfulness. Mindfulness will assist in ensuring the physical, emotional and mental health of staff and students through strategies that foster self-awareness, self-management, relationship skills, social awareness, and responsible decision making for all stakeholders which will also foster a safer environment.

**Rationale for Evidence-based Strategy:** Mindfulness will assist in decreasing student and staff burnout. It will also ensure positive relationship building, staff/student connections, and improvement of academic performance.

**Action Steps to Implement**

08/2021-09/2021 The Leadership Team will create a school-site SEL team and create a social emotional learning plan inclusive of monthly WELL WAY activities, SEL Check-ins, and Mindfulness activities.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022 (Ongoing) A monthly SEL activities calendar will be developed and shared with teachers and students.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022 (Ongoing) The SEL team will ensure that SEL is promoted throughout the school including social media posts, school website, and morning announcements to provide access to all stakeholders.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022 (Ongoing) Students and teachers will participate in monthly SEL activities to promote relationship building, staff/student connections, and Mindfulness activities during faculty meetings or department meetings.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022 (Ongoing) The SEL team will provide various incentives to students and staff to promote SEL.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

11/10/21: During the November 10th Department meeting, the Literacy Coach will conduct a primer preparing ELA instructors for implementation of the Mental and Emotional Health Modules.

**Person Responsible** Shannon Green (scgreen@dadeschools.net)

11/26/21: The Literacy Coach will work with ELA teachers to prepare a focus for calendar for the implementation of the Mental and Emotional Health Modules.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

1/31/22 (Ongoing): As an additional layer of support and accountability, our counselors will have students complete small surveys at the end of these sessions. The goal is to have a tool we could use to assess how students are responding to the support they are given by counselors.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

1/31/22 (Ongoing): In an effort to make SEL more visible, counselors will create a "Wellness Wall". Here, students and staff can see positive quotes and affirmations and add their own.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)



**#4. Leadership specifically relating to Walkthroughs**

**Area of Focus Description and Rationale:** Based on the review of the 2020-2021 School Improvement Survey, and review of the Core Leadership Competencies, our school will implement the targeted element of Walkthroughs. Our findings revealed that 42% of teachers indicated that they did not receive consistent walkthroughs. As evidenced by our findings, we are not effectively developing teachers or providing adequate feedback to improve teacher practice. We will establish a Walkthrough practice that provides immediate informal/formal feedback to teachers and support to improve overall teacher practice as well as student achievement.

**Measurable Outcome:** If we successfully implement the targeted element of Walkthroughs, then our teachers and staff will develop professionally, and school goals will be improved. This will be evidenced by a reduction on the School Improvement Survey of 5% as it relates to the consistent use of Walkthroughs.

**Monitoring:** The Leadership Team will create and identify a walkthrough calendar based on the School Improvement Plan. The Leadership Team will conduct weekly walkthroughs to evaluate the implementation of the SIP. The Leadership Team will meet weekly to discuss the Walkthrough findings and plan support. Teachers and coaches will collaborate to work on areas of support. The Administrative Team will conduct follow-up Walkthroughs. During Leadership Team meetings, they will review the Walkthrough document to determine next steps as it relates to support that needs to be provided to teachers.

**Person responsible for monitoring outcome:** Sacha Challenger (pr6571@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of Walkthroughs, our school will focus on the evidence-based strategy of: Consistent Developmental Feedback. Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth. Consistent Developmental Feedback will assist in gathering evidence of instruction and desired student outcomes to identify areas of support needed.

**Rationale for Evidence-based Strategy:** Consistent Developmental Feedback will assist in increasing student achievement, developing teacher capacity and stakeholder buy ins. It will also ensure positive communication, foster safe environments and improvement of academic performance overall.

**Action Steps to Implement**

08/2021-09/2021: The Leadership Team will create a Walkthrough calendar based on the School Improvement Plan.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022: (Ongoing) The Leadership Team will conduct daily walkthroughs to monitor effectiveness of action steps from the SIP and will provide teachers with informal/formal feedback via email.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022: (Ongoing) The Leadership Team will provide support to teachers through the Instructional Coaches once it has been determined who needs support.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

09/2021-06/2022: Administrators will conduct follow-up Walkthroughs after support has been provided to gauge impact.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

11/30/21: (Ongoing) As an added layer of accountability, the administrative team will develop and implement a method of logging informal classroom visits and feedback shared with instructors and coaches.

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

11/16/21: (Ongoing) During classroom visits, administrators often see many great examples of effective instruction. In response to this, administrators will begin spotlighting teachers for exemplary instructional practices. This spotlight—dubbed the Husky High Five”—will be shared during faculty meetings

**Person Responsible** Sacha Challenger (pr6571@dadeschools.net)

1/31/22 (Ongoing) Often there are times when teachers have great lessons they would like admin to see. Admin will implement the "Request a Visit" electronic form to request informal visits from administrators to see the great things taking place in their classes.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

2/23/22 - 3/16/22 As we move closer to the close of the teacher observation window, we will organize our PD Wednesday schedule to include a review of the IPEGS standards. Specifically, administrators will provide an overview of the language used to differentiate between Effective from Highly Effective and classroom walk-through look-fors.

**Person Responsible** Dannitra Douglas (ddouglas@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After a close comparison using SafeSchoolsforAlex.org, a primary area of concern that we will focus on here at Norland Middle School will be violent incidents . We ranked 316 out of 553 statewide, and 57 out of 69 county wide which presents an evident area of concern. If we successfully implement the targeted element of Social Emotional Learning, students will be able to demonstrate the effective practice of self-awareness, self-management, relationship skills, social awareness, responsible decision making and which will render a decrease of violent incidents.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

At Norland Middle School we address building positive school culture and environment through cultivating relationships and by creating a learning environment that is inclusive, equitable and diverse for all stakeholders. Relationships at Norland Middle are fostered by the meaningful adult connections by encouraging genuine interest in the life, goals, and struggles of students, as evidenced by our students' climate survey. We host activities that foster the development of trust, care, and relationships among stakeholders. We also have a strong protocol that allow for honest communication and feedback amongst all stakeholders. We also foster safe and welcoming learning environments that students feel are preparing them for a secondary education, challenges them academically and allows for them to take risks as evidenced in the School Improvement plan. Teachers make learning engaging and encourage their students to be engage and motivated in learning.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration: plans/promotes cultural responsiveness, inclusivity, equity, positive relations, demonstrates empathy, engages the team, are committed to students, develops others, and engages the community  
Instructional Coaches: fosters a culture of collaboration, encourages change and innovation among teachers and students

Counselors: foster environment of diversity, develop relationships with partners, maintain strong home-school connections, lead staff trainings, advocate for all students, organize and lead crisis response, and communicate with parents.

Teachers: fosters a safe and inclusive environment, positive and engaging relationships with students

Parents: engages in communication with stakeholders, supports the school, and engages in parental involvement

Community: cultivates relationships, participates in schoolwide activities, and involve school in community events

Students: participation in District Values Matter campaign and achieves academically

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
<b>Total:</b>			<b>\$0.00</b>