Norland Elementary School

2021-22 Schoolwide Improvement Plan

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Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

norlandbears.com

Demographics

Principal: Crystal Spence

Start Date for this Principal: 7/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (54%) 2017-18: B (59%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the staff and community of Norland Elementary School, believe that all students can become life long learners and participatory citizens in a global society. Our mission is to provide students with a variety of valuable learning experiences and the tools necessary to succeed, in order for them to develop the skills necessary to become independent critical thinkers and life long learners.

Provide the school's vision statement.

At Norland Elementary School, we strive to implement structure, encourage teamwork, build relationships, with a focus on organization, nurturing and goal-setting.

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
Charlot, Michael	Principal	Provide leadership and developing school-wide efforts; Encourage positive school culture;
Smith, Elisa	Assistant Principal	Under the leadership of the principal, serve as an educational leader and assist the principal in planning and directing academic programs.
Collins, Nekeya	Reading Coach	Coach will provide direct services related to improving and supporting classroom instruction.
Chandon, Maria	School Counselor	Provide individual counseling and group guidance to help students effectively cope with personal, social, academic needs. Consult with stakeholders regarding the needs and abilities of students.

Demographic Information

Principal start date
Friday 7/16/2021, Crystal Spence

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.*
0

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.*
43

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
575

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	56	76	81	107	69	129	0	0	0	0	0	0	0	518
Attendance below 90 percent	9	20	27	30	8	40	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	11	18	4	16	0	0	0	0	0	0	0	49
Course failure in Math	0	0	9	12	6	14	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	11	42	61	11	64	0	0	0	0	0	0	0	191

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	1	0	10	14	6	24	0	0	0	0	0	0	0	55

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	2	0	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

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	92	93	112	100	141	128	0	0	0	0	0	0	0	666
Attendance below 90 percent	22	28	29	17	41	37	0	0	0	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	16	10	17	22	0	0	0	0	0	0	0	76
Course failure in Math	0	8	10	16	14	28	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	23	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	21	0	0	0	0	0	0	0	28

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	1	10	12	12	25	43	0	0	0	0	0	0	0	103

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	2	0	0	4	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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				43%	62%	57%	49%	62%	56%
ELA Learning Gains				55%	62%	58%	57%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	61%	59%	48%
Math Achievement				64%	69%	63%	65%	69%	62%
Math Learning Gains				64%	66%	62%	72%	64%	59%
Math Lowest 25th Percentile				60%	55%	51%	65%	55%	47%
Science Achievement				28%	55%	53%	45%	58%	55%

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
03	2021					
	2019	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-34%				
05	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-61%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1. The data below is compiled using the I-Ready Diagnostic from 2020-2021 school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	34	46
	Economically Disadvantaged	30	33	24
	Students With Disabilities	20	33	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	27	39
	Economically Disadvantaged	26	26	38
	Students With Disabilities	10	11	10
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	26	39
	Economically Disadvantaged	24	38	51
	Students With Disabilities	30	20	10
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	22	34
	Economically Disadvantaged	18	21	31
	Students With Disabilities	20	26	36
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	58	65
	Economically Disadvantaged	51	55	62
	Students With Disabilities	23	15	8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	40	49
	Economically Disadvantaged	20	38	47
	Students With Disabilities	13	23	30
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	19	26
	Economically Disadvantaged	19	19	24
	Students With Disabilities	5	0	14
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	16	27
	Economically Disadvantaged	9	16	27
	Students With Disabilities	0	10	16
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	38	37
	Economically Disadvantaged	30	38	36
	Students With Disabilities	7	40	31
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	27	35
	Economically Disadvantaged	24	28	35
	Students With Disabilities	7	31	36
	English Language Learners	17	20	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	9	0
	Economically Disadvantaged	0	10	0
	Students With Disabilities	0	8	0
	English Language Learners	0	0	0

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	7	68	70	18	21		15				
ELL	18	36		27	29		8				
BLK	35	52	55	23	19	13	18				
HSP	27	45		24	9		36				
FRL	34	50	53	24	17	13	19				

	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	18	17	25	28	35	36	20				
ELL	33	41	30	62	72		41				
BLK	42	55	63	62	63	60	25				
HSP	62	55		83	70		54				
FRL	42	54	59	64	65	57	27				

	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	28	46		36	54						
ELL	45	67	56	63	82	75	18				
BLK	48	56	58	63	71	66	41				
HSP	59	55		69	73		60				
FRL	50	59	61	65	73	65	46				

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	37
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	26
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 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	32
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	32
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	31
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?

Here I will answer the question using 2021 FSA data. There was a decrease in learning gains in both Math and Reading. There was a significant drop in Math in proficiency (64% to 25%) and learning gains(64% to 18%).
Here I will answer the question using 2021 iReady data for grade levels. After reviewing the I-Ready Data, grade 3 had the highest percent proficient in both ELA (63%) and Math (48%).

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

Here I will answer the question using 2021 iReady data. The greatest need for improvement is located with our Rising 5th grade student proficiency in both Math and ELA.

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

The factors that contributed to the need for improvement was the inconsistency of instructional personnel on staff. Additionally, due to the cancellation of the 2020 Grade 3 ELA FSA assessment, students with limited proficiency in ELA were promoted. The action needed to be taken was to have stability in the grade level, along with a literacy instructional coach. Progress monitoring will be implemented with fidelity.

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

When reviewing the 2019 ELA FSA data in comparison to the 2021 ELA FSA data, there was a 9% point increase in 3rd Grade proficiency (34% - 43%).

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

A self-contained classroom allowed for teacher flexibility in the delivery of instruction through subject infusion. Working with one class, enabled teachers to develop a deeper understanding of their students' needs (knowledge of learners).

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

The strategies needed will be Differentiated Instruction, Effective Curriculum and Resource Utilization, Effective Questioning and Response Techniques, Inquiry Based Learning.

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.

Teachers will receive professional development in the area of Inquiry Based Learning and Effective Curriculum and Resource Utilization.

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

We will provide Saturday school tutoring to ensure sustainability of improvement. We will implement bell ringers (targeted practice needed for fluency).

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	This was identified as a critical need because after reviewing the 2020-2021 School Climate Survey, we noticed that only 24% of the staff members surveyed agreed or strongly agreed that the morale of the school was high.
Measurable Outcome:	We would like to double the percentage of the staff members to agree or strongly agree that the morale is high at the school.
Monitoring:	This will be monitored by completing monthly "pulse" checks and photo documentation of events relating to boosting the school morale.
Person responsible for monitoring outcome:	Michael Charlot (mcharlot@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy that we will be implementing is school spirit, pride, and branding.
Rationale for Evidence-based Strategy:	The Leadership team reviewed the 2020-2021 School Climate Survey and noticed that only 24% of the staff members surveyed agreed or strongly agreed that the morale of the school was high. School spirit, pride and branding is important because if the morale is high, staff members will be more motivated to teach.

Action Steps to Implement

We implemented a new theme that deals with rebranding and building culture. Our 2021-22 school year's theme is "Under Construction: Rebuilding the Brand to Make Norland Strong". This initiative was shared to the staff on August 18th.

Person Responsible Michael Charlot (mcharlot@dadeschools.net)

9/1-10/11-By September 8th, a new social committee will be formed and at least three social activities will be conducted with staff throughout the year. By October 11th, the social committee will begin to recruit in hopes of attaining at least 15 members.
11/1-12/17- By December 17th, the social committee will host holiday gala.
11/1-12/17 Social committee will provided members with two first Friday Finger-food events.
1/31-4/29 By April 29th, the social committee will provide four first Friday Finger-food events.
1/31-4/29 On February 11th, the social committee will host a Movie and Mingle Night.

Person Responsible Elisa Smith (epsmith@dadeschools.net)

9/1-10/11-During our monthly faculty meetings, grade levels will be responsible for providing a "Rebuilding snack" such as tacos, salads, etc. The expected response is create a more collegial environment.
11/1-12/17-Grade level teams will continue "Rebuilding" activities at each faculty meeting.
11/1-12/17 During the December meeting, leadership team will provide a cake to celebrate and recognize October, November and December birthdays.
1/31-4/29 On March 2nd, the social committee will provide a cake to celebrate and recognize January-March birthdays.
1/31-4/29 On March 2nd, staff members will rep their college/university t-shirts during the March faculty meeting.

Person Responsible Elisa Smith (epsmith@dadeschools.net)

9/1-10/11- Each faculty meeting, staff members who exhibits the S.T.R.O.N.G. attributes will be recognized with a certificate and pin. The expected result is to improve the morale and culture of the school so staff members feel valued for the work they are doing.
11/1-12/17-We will continue to recognize staff members who exhibits the S.T.R.O.N.G. attributes.
11/1-12/17- STRONG recipients will have their photos displayed on a bulletin located at the entrance of school.
1/31-4/29 We will continue to recognize staff members who exhibits the S.T.R.O.N.G. attributes.
1/31-4/29 STRONG recipients' photos will continue to be taken and displayed on social media.

Person Responsible Michael Charlot (mcharlot@dadeschools.net)

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	This was identified as a critical need based on the results of the School Climate Survey from the 2020-2021 school year, 70% of our staff members felt that our students lack basic academic skills.
Measurable Outcome:	The school would like the number to decrease from 70% to 30%.
Monitoring:	Area of Focus will be monitored through data chats, collaborative planning, and Grade Level Chair meetings. We will meet and discuss progress of students academically.
Person responsible for monitoring outcome:	Elisa Smith (epsmith@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy selected is setting high expectations for students and staff.
Rationale for Evidence-based Strategy:	Based on the results of the School Climate Survey from the 2020-2021 school year, 70% of our staff members felt that are students lack basic academic skills. The focus was chosen due to lack of data tracking system, which led to a lack of accountability between staff and students

Action Steps to Implement

9/1-10/11-Grades K-3 will implement sight words recognition to build fluency. At the end of each month, selected staff members will test students on targeted sight words. During collaborative planning, results will be shared.
11/1-12/10- We implemented a Sight Word Challenge to all K-2 & selected 3rd grade students. Winners will be given a personalized trophy.
11/1-12/10 Sight Word Challenge winners will be recognized on the morning announcements.
1/31-4/29 The reading department will host their annual Vocabulary Parade on March 18th.
1/31-4/29 Grade levels will decorate doors utilizing their respective vocabulary words, for example, crossword puzzle, word search, synonyms/antonyms, etc.

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

9/1-10/11- In grades 2-5, students will utilize Reflex Math to increase basic math fluency skills. Teachers will email Reflex Usage Report to assistant principal at the beginning of each month.
11/1-12/17 This initiative will continue.
11/1-12/17 Top student in each grade level will be given a certificate.
1/31-4/29 In grades 3-5, students will be given math drills (multiplication and division) biweekly. Top 3 students per grade will be recognized.
1/31-4/29 In grades K-2, students will participate in the 100th day of school activities.

Person Responsible	Elisa Smith (epsmith@dadeschools.net)

9/1-10/11-Grades K & 1 will implement number recognition using the Number Chart 1-100. The rigor will increase as the months go on. It will include counting on, missing numbers, numbers before and numbers after. It will be monitored by teachers. Teachers will identify students who needs assistance and place them in a DI group.

11/1-12/17 The above task will be continued.

11/1-12/17 Teachers will identify students who did not meet mastery following DI.

1/31-4/29 Teachers will be asked to identify students in Kindergarten who mastered number recognition and they will be rewarded with a prize.

1/31-4/29 Teachers in grade 1 will be asked to identify students who have master number recognition and one more, one less out of sequence.

Person Responsible   Elisa Smith (epsmith@dadeschools.net)

9/1-10/11-Teachers in grades 2-5 will utilize the Intervention Tracker to record students intervention data. This will allow teachers to see how students are progressing. Leadership will conduct random walkthroughs to ensure teachers are tracking.

11/1-12/17 Selected Intervention teachers will implement what they learned during Intervention PD.

11/1-12/17 Administration will conduct walkthroughs to ensure intervention is occurring with fidelity.

1/31-4/29 During Data Chats, teachers will be asked to share data on their intervention students.

1/31-4/29 During Data Chats, teachers will discuss the possibility of students' placements or removal in intervention based on AP2 and intervention.

Person Responsible   Nekeya Collins (ncollins@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	The need for collaborative planning was identified as a critical need due to the new instructional personnel (new teachers and new to grade level) in both ELA and Math. Collaborative planning is imperative if we want to improve our proficiency. The 2021 FSA ELA is 35% and Math is 25%.
Measurable Outcome:	The measurable goal for ELA is 45% proficiency in grade 3-5 and 50% proficiency in grade 3-5 for Math on 2022 FSA.
Monitoring:	Collaborative planning will be monitored by administration. We will listen to collaborative talk to ensure teachers are grasping the concept in order to deliver effective instruction.
Person responsible for monitoring outcome:	Elisa Smith (epsmith@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy is Standard-based Collaborative Planning.
Rationale for Evidence-based Strategy:	There was a significant decrease in math proficiency so the leadership team felt we should focus on collaborative planning. FSA and iReady data from 2021 help identify that collaborative planning is a critical need for the 2021-2022 school year.

Action Steps to Implement

Teachers will come to collaborative planning previewing lesson prior to the meeting. ELA Teachers will identify and model HOT questions. Math teachers will identify and model word problems. ELA coach will monitor during planning. Assistant principal will monitor during math planning. This will begin the week of September 6th and end on October 11th.
11/1-12/17- Math teachers will be given different task to share at collaborative planning such as exit tickets, engagement piece, etc.
11/1-12/17 Teachers will decide which HOT question will be utilized in lessons.
1/31-4/29 Teachers will be selected to lead collaborative planning in ELA.
1/31-4/29 Teachers will be selected to lead collaborative planning in Mathematics.

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

Math teachers in grades 3-5 will utilize Item Specs to identify content limits and sample questions to determine if the textbook questions meet the needs of students. This will be monitored by the assistant principal. This will begin the week of September 6th and end on October 11th.
11/1-12/17- This will continue during math collaborative planning.
11/1-12/17- Teachers will model sample item specs questions.
1/31-4/29 Teachers will implement the crunch time packets depicting the Item Specs.
1/31-4/29 Teachers will discuss and select the heavily weighted standards according to their class (weak areas).

Person Responsible	Elisa Smith (epsmith@dadeschools.net)

During collaborative planning, teachers will leave with an artifact such as anchor chart, technology resources, strategy to teach a specific skill. Teachers will share their best practices. This will be monitored by ELA instructional coach and assistant principal. This will begin the week of October 4th and end of October 11th.

11/1-12/17 Teachers will continue to share best practices.

11/1-12/17 Teachers will leave with a sample artifact.

1/31-4/29 Teachers will share techniques/strategies and materials that will assist colleagues with crunch time implementation.

1/31-4/29 Teachers will begin utilizing the editing task during instruction to build students' grammar skills.

Person Responsible	Elisa Smith (epsmith@dadeschools.net)

Professional growth opportunities will be given to Math teachers in grades 3-5 focusing on how to utilize Item Specifications to prepare for instruction. This will be conducted on Wednesday, September 22nd. This will be monitored by ELA instructional coach and assistant principal.

11/1-12/17 Science CSS will conduct a PD showing teachers how to prepare for Lab days.

11/1-12/17 Teachers will utilize information learned from Science CSS to conduct one lab per week.

1/31-4/29 Teachers will continue to meet with Science CSS on a monthly basis.

1/31-4/29 During TALENTS, 5th grade students will participate in sample Science testing questions to build knowledge in the area.

Person Responsible	Elisa Smith (epsmith@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The 2021 FSA L25 in ELA is 55% and Math is 18%. The need for differentiation was identified as a critical need due to the many students not being in schoolhouse model for over 18 months and are lacking multiple skills. Differentiation is needed due to students being on multiple levels.
Measurable Outcome:	The measurable goal for FSA ELA and Math is that our Learning Gains be over 65%. The measurable goal for FSA ELA and Math is that our Lowest 25% will be over 70%.
Monitoring:	The Area of Focus will be monitoring each month during collaborative planning. We will look at students' biweeklies to ensure the DI is occurring in the areas where students need assistance.
Person responsible for monitoring outcome:	Elisa Smith (epsmith@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy is Differentiated Instruction.
Rationale for Evidence-based Strategy:	There was a significant decrease in learning gains on 2021 FSA Grade 5 ELA so it is necessary to focus on differentiation. IReady data from 2021 also indicated low gains.

Action Steps to Implement

9/16 Provide Professional Development for teachers on effective implementation of differentiation that is aligned to school goals based on our data. As a result, teachers will develop protocols that are conducive to small group instruction. Teachers may use folders to show grouping or posted groups.
11/1-12/17 Teachers will continue to post and monitor their DI groups.
11/1-12/17 Teachers will monitor and make adjustments to DI groups based on students' mastery.
1/31-4/29 Teachers will regroup students according to AP2 data.
1/31-4/29 Teachers will utilize AP2 data to guide instruction of deficient skills during DI.

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that include DI instruction. As a result, teachers will have student groups with appropriate resources. Administration will visit classrooms to ensure that DI plans are being implemented.
11/1-12/17 Teachers will bring DI folders to planning to show areas that students need to develop based on iReady data.
11/1-12/17 Teachers will make needed adjustment to DI folders based on students' mastery during DI instruction.
1/31-4/29 Teachers will identify the lowest 25% students to guide DI instruction to increase proficiencies.
1/31-4/29 Teachers will ensure that on-level students are being challenged during DI.

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

8/31-10/11- Teachers will be asked to share their planned DI explicit instruction during collaborative planning during the first 15 minutes. Teachers will be asked to bring sample DI folders to provide evidence.
11/1-12/17 Selected teachers will continue to shared their TLC explicit instruction for their tiered students

during planning.
11/1-12/17 Teachers will be given feedback on shared TLC instruction.
1/31-4/29 Assist teachers in identifying resources through the Teacher Toolbox to provide explicit instruction during DI.
1/31-4/29 Teachers will select and administer an OPM.

Person Responsible   Nekeya Collins (ncollins@dadeschools.net)

8/31-10/11- Teachers will track students iReady minutes and assessments weekly to ensure students are keeping on track in the technology component of DI. Teachers will utilize a tracker of their choice to monitor completion and mastery.
11/7-12/17- This will be revisited due to lack of evidence during walkthroughs.
11/7-12/17 Teachers will provide a sample of how they are monitoring their students' iReady data.
1/21-4/29 Students will monitor their iReady time and pass rate in the areas of reading and math.
1/21-4/29 Teachers will assign lessons to students based on their deficiencies.

Person Responsible   Elisa Smith (epsmith@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The percentage of grade 3-5 students below Level 3 on the 2021 statewide, standardized English Language Arts assessment is 65%. The percentage of students in grade 2 based on the 2020-2021 end of the year screening and progressing monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is 46%. The percentage of students in Kindergarten - grade 1 who are not on track to be proficient on SAT-10 is 42%.
Measurable Outcome:	The measurable goal for ELA is 50% proficiency in grades 3-5.
Monitoring:	This will be monitored by walkthroughs, reviewing data related to the progress monitoring assessments, and teacher data chats.
Person responsible for monitoring outcome:	Nekeya Collins (ncollins@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented is Academic Vocabulary Instruction.
Rationale for Evidence-based Strategy:	The leadership team feels that vocabulary plays an essential role in the development of reading comprehension in grades 3-5. If we improve vocabulary, we should see an overall increase in proficiency.

Action Steps to Implement

8/21-10/11 During collaborative planning, teachers will identify targeted vocabulary words to utilize during whole group instruction. This will be done on a weekly basis.
11/1-12/17 This will continue during collaborative planning.
11/7-12/17 Vocabulary words will be created during planning to ensure vocabulary walls are interactive and engaging.
1/31-4/29 Teachers will continue to push vocabulary word knowledge during whole group instruction.
1/31-4/29 Teachers will collaboratively share resources to implement during whole group instruction (to identify unknown word meanings in context).

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

8/21-10/11 Teachers will create word walls to provide a print rich environment. This will allow students the opportunity to actively reflect on previously taught vocabulary.
11/1-12/17 Word walls have to be updated regularly.
11/1-12/17 Word walls are utilized during lesson to ensure students are enriching their vocabulary.
1/31-4/29 Teachers will encourage students to use previously taught vocabulary words from their word walls across content in collaborative talks.
1/31-4/29 Students will create their own vocabulary activity utilizing the previously taught vocabulary words (from word wall).

Person Responsible	Nekeya Collins (ncollins@dadeschools.net)

8/21-10/11 Administration and reading coach will monitor monthly to see if word walls are being utilized during instruction. Teachers who choose not to create word walls will be asked to provide strategies that they are using to ensure students are grasping targeted vocabulary words.

11/1-12/17 Walkthroughs will continue.
11/1-12/17 Administration will meet with individual teachers who are not utilizing word walls to discuss their method of students grasping targeted words.
1/31-4/29 Teachers will be spotlighted and asked to share vocabulary activities that are being implemented to promote vocabulary usage.
1/31-4/29 Teachers will identified students who are utilizing the vocabulary usage across content.

Person Responsible   Elisa Smith (epsmith@dadeschools.net)

8/21-10/11 Students will create a weekly vocabulary graphic organizer. Students will keep these graphic organizers in their journal. Teachers will be asked to bring samples of students' journals to collaborative planning.
11/1-12/17 Teachers will leave planning with a sample vocabulary map to utilize with students.
11/1-12/17 Administration and reading coach will check journals to ensure students are completing the graphic organizer.
1/31-4/29 Teachers will continue utilizing vocabulary map of their choice to enhance student's vocabulary knowledge.
1/31-4/29 Teachers will select the vocabulary words and map being utilized for instruction.

Person Responsible   Elisa Smith (epsmith@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Based on the SafeSchoolsforAlex.org, Norland Elementary is rated very low. We will continue to monitor student attendance and implement "Are You in School Today" program. Though our students' proficiency was poor, we noticed that students who struggle with daily attendance/ early release are not meeting the expectations for learning gains. Random names of students are called during morning announcements and if students are present, they will be able to go to the counselor's office for a prize. If we successfully implement our program, our attendance rate will increase 5 percentage points by June 2022.

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 sif vision, mission, values, goals, and employing school improvement strategies.

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

One way we will build a positive school culture and environment at our school site by providing ongoing support to all stakeholders associated with the school. The leadership team will continue to be visible and accessible to all staff and students. The Social Committee will recognize staff members quarterly during faculty member for their birthday. Additionally, we will host activities that foster the development of trusting and caring
relationships. We will also clearly communicate rules, norms, and enforcement of such throughout the school year with all faculty and students. This will begin at September's faculty meeting through June's faculty meeting.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Reading Coach and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Reading Coach and Counselor will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
2	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00