

Miami-Dade County Public Schools

Miami Norland Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Norland Senior High School

1193 NW 193RD ST, Miami, FL 33169

<http://mnorland.dadeschools.net/>

Demographics

Principal: Rhonda Gaines Miller L

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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: I (%) 2017-18: C (53%) 2016-17: C (46%)
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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Miami Norland Senior High School

1193 NW 193RD ST, Miami, FL 33169

<http://mnorland.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	88%
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		I	I	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Norland Senior High School is to provide a quality experience that will educate students to fulfill their roles as responsible, productive citizens who respect individuality, cultural differences, and realize their potential as life long learners.

Provide the school's vision statement.

The vision of Miami Norland Senior High School is to strive to be exemplar for academic, social, and cultural values for the greater Miami Norland community. We strive to facilitate the embrace of higher academic achievement, the joy of cultural diversity, and the importance of social responsibility and conscience among the students and staff. We envision a community where these beliefs and values will be supported and embraced by all the stakeholders. The realization of this vision will be a future where our students will make positive local, national, and global contributions through the internalization and actualization of lifelong academic, social, and emotional development welfare.

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
Gaines-Miller, Rhonda	Principal	The principal is responsible for direct and manage of instructional programs, supervises daily operations and personnel. The principal oversees compliance of district policies, success implementation of instructional programs and operation of all campus activities. The principal is also the instructional leader who guides instructional decisions for the improvement of the school.
Woodbine, Valencia	Reading Coach	The Transformation Coach provides direct instructional services related to improving and supporting classroom instruction. Support is emphasized by utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that improve students' academic success. The coach coordinates and monitors teacher planning to support the development of rigorous standard-based lessons and also assist classroom teachers in the interpretation of student assessment data for the planning of appropriate lessons that support the academic needs of students.
Viciedo, Marielena	Teacher, K-12	The teacher is responsible for the instruction of one or more subjects to high school students. The teacher instructs students utilizing various teaching methods, prepares lessons that are standard-cased aligned and assesses student's progress via assessments, homework, and/or assignments.
Wilson, Cindy	Other	Test Chairperson is responsible for the administration of numerous district, state, national, and international assessments.
Downing, Gary	Assistant Principal	Assists the principal in planning, organizing, and administering the educational functions at the senior high school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Responsibilities include to provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders; assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan; assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion and other duties assigned by the principal.
Lawhorne, Kenan	Assistant Principal	Assists the principal in planning, organizing, and administering the educational functions at the senior high school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Responsibilities include to provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders; assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan;

Name	Position Title	Job Duties and Responsibilities
		assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion and other duties assigned by the principal.
Williams, Yolanda	Assistant Principal	Assists the principal in planning, organizing, and administering the educational functions at the senior high school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Responsibilities include to provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders; assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan; assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion and other duties assigned by the principal.
Gerena, Judith	Assistant Principal	Assists the principal in planning, organizing, and administering the educational functions at the senior high school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Responsibilities include to provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders; assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan; assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion and other duties assigned by the principal.

Demographic Information

Principal start date

Tuesday 7/27/2021, Rhonda Gaines Miller L

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.*

12

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.*

61

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

1,634

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

15

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

11

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	0	0	0	419	447	395	373	1634	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	147	176	189	166	678	
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	0	0	0	17	152	99	59	327	
Course failure in Math	0	0	0	0	0	0	0	0	0	27	155	128	54	364	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	115	163	108	110	496	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	126	171	118	144	559	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	271	0	0	0	271	

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	0	0	0	118	246	190	177	731	

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	1	1	0	17	19	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	7	7	8	31	

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	0	0	0	492	436	398	407	1733
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	175	196	163	203	737
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	151	100	58	15	324
Course failure in Math	0	0	0	0	0	0	0	0	0	0	154	129	54	11	348
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	164	109	111	130	514
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	173	120	144	175	612

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	0	0	0	248	193	173	175	789

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	1	1	0	17	19	
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	7	1	12	27	

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					59%	56%	33%	59%	56%
ELA Learning Gains					54%	51%	50%	56%	53%
ELA Lowest 25th Percentile					48%	42%	44%	51%	44%
Math Achievement					54%	51%	18%	51%	51%
Math Learning Gains					52%	48%	28%	50%	48%
Math Lowest 25th Percentile					51%	45%	41%	51%	45%
Science Achievement					68%	68%	71%	65%	67%
Social Studies Achievement					76%	73%	91%	73%	71%

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
09	2021					
	2019	30%	55%	-25%	55%	-25%
Cohort Comparison						
10	2021					
	2019	28%	53%	-25%	53%	-25%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	68%	-5%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	71%	23%	70%	24%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	63%	-36%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	54%	-24%	57%	-27%

Grade Level Data Review - Progress Monitoring Assessments

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

A multitude of progress monitoring tools were used in grade levels 9-12, accountability core areas. In 9th/10th grade ELA, district mid-year and FAIR assessments were utilized to monitor student progress. In 11th/12th grade ELA and Math, Mastery Prep SAT, Khan Academy, SAT/ACT assessments were administered as a means of progress monitoring. In Biology and US History, both mid year and topic assessments were used to progress monitor students performance. Lastly, in 9th/12th Grade Mathematics, a combination of HMH, topic and mid year assessments were utilized to remediate and progress students growth.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		32	
	Economically Disadvantaged		32	
	Students With Disabilities		10	
	English Language Learners		17	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		43	
	Economically Disadvantaged		43	
	Students With Disabilities		29	
	English Language Learners		40	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		27	
	Economically Disadvantaged		26.5	
	Students With Disabilities		17	
	English Language Learners		11	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		26	
	Economically Disadvantaged		25	
	Students With Disabilities		5	
	English Language Learners		33	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		4	
	Economically Disadvantaged		4	
	Students With Disabilities		0	
	English Language Learners		8	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners		45 45 24 19	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	37	44	40	37	38	50	20	46		97	63
ELL	23	41	39	16	38	43	41	31		97	71
BLK	29	36	30	15	24	34	42	45		96	71
HSP	27	39	33	20	32	57	28	44		89	88
MUL	70										

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
FRL	30	37	32	17	25	34	40	45		96	70
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	36	34	23	29	43	67	81		93	56
ELL	14	42	49	24	47	50	62			88	86
BLK	29	40	40	30	46	54	63	92		90	88
HSP	29	55	33	39	55	64		86		75	80
FRL	28	40	39	31	47	56	63	90		89	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	18	39	29	19	42	45	45			51	64
ELL	17	47	46	11	26	29				65	87
BLK	33	51	45	17	29	43	71	91		79	73
HSP	38	34		32	26	17	82			65	73
FRL	33	50	44	18	29	41	71	91		77	72

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

There are decreases in performance data in all areas of Mathematics. Math proficiency was 30% in 2019 and 16% in 2021, which was a decrease of 14 percentage points. Math learning gains was 46% in 2019 and 25% in 2021, which was a decrease of 21 percentage points. Math low quartile learning gains were 55% in 2019 and 37% in 2021, which was a decrease of 18 percentage points. In English Language Arts (ELA), proficiency was 29% in 2019 and 30% in 2021, which was an increase of 1 percentage point. ELA learning gains was 41% in 2019 and 36% in 2021, which was a decrease of 5 percentage points. ELA low quartile learning gains was 39% in 2019 and 30% in 2021, which was a decrease of 9 percentage points. Science proficiency in 2019 was 63% and 41% in 2021, which was a decrease of 22 percentage points. U.S. History proficiency was 92% in 2019 and 45% in 2021, which was a decrease of 47 percentage points.

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

Based on the progress monitoring and the 2021 state assessments the components that demonstrated the greatest need for improvement is Mathematics with a 14 percentage point decrease in overall proficiency from 2019 to 2021 and a 21 percentage point decrease in learning gains from 2019-2021. Additionally, Science proficiency in 2019 was 63% and 41% in 2021, which was a decrease of 22 percentage points. U.S. History proficiency was 92% in 2019 and 45% in 2021, which was a decrease of 47 percentage points.

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

Some contributing factors to this need for improvement were COVID-19 pandemic-related issues such as teacher and student quarantines, student attendance, the navigation of a new online learning platform that lacked student interaction in mathematics. To address this need for improvement we need to focus on coaching teachers to plan with the end in mind while simultaneously aligning instruction to standards. This will provide the opportunity for us to address learning loss.

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

The data component that showed the most improvement based on the 2021 state assessments was ELA proficiency, with a 1 percentage point increase.

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

During the 2020-2021 school year, the ELA department implemented teacher-led intervention groups and utilized interventionists to consistently support students attending school physically and online. All teachers participated in a writing camp that allowed students to practice their writing skills on released FSA prompts. In addition, the instructional coach conducted pull-out interventions in preparation for the assessment.

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

In order to accelerate learning, there needs to be consistent standards aligned instruction, increase in student engagement, uphold social emotional learning and continue leadership development. School leaders and Instructional coaches will implement the following strategies: Planning with the end in mind, 21st Century Learning (4C's; Creativity, Collaboration, Communication, Critical Thinking), promote school spirit and pride, and empower teacher leaders.

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.

Based on the contributing factors and strategies to accelerate learning, professional development opportunities will be provided in opening of schools, collaborative planning, faculty meetings, professional development days, and Teacher Learning Center.

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

To ensure sustainability of improvement in the next year and beyond, implementation of strategies will be monitored by instructional leaders, peer-to-peer observations will be scheduled as needed, and professional learning opportunities will be offered on professional development days.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and
Rationale:**

After a thorough needs assessment of the data, Standards-aligned instruction was identified as an instructional practice to focus on. Standard aligned instruction will ensure alignment with student achievement scores and standards as well as formative and summative assessments. For the 2018-2019 FSA/EOC assessment, the data reveals that 251 ninth and tenth-grade students scored at a level one for ELA and 293 ninth and tenth-grade students scored a level 1 for FSA/EOC Math. Furthermore, the 2020-2021 FSA/EOC assessment, the data reveals that 277 out of 849 ninth and tenth-grade students scored at a level one for ELA and 270 out of 719 ninth and tenth-grade students scored a level 1 for FSA/EOC Math. The FSA ELA and Algebra I EOC is a graduation requirement and students are expected to be proficient. Therefore, an increase in Mathematics and ELA data is integral for student success and implementation of post-secondary plans. Teachers will utilize data trackers over the course of the school year to monitor student progress and adjust as necessary to ensure learning gains are achieved. An increase in learning gains would highlight a concerted effort by instructional staff to align their lesson plans with the state standards.

Measurable Outcome:

Through our area of focus, 45% of the ninth and tenth grade level one students will make learning gains on the 2021-22 FSA/EOC assessment in math and ELA.

Monitoring:

Standard aligned instruction will be monitored through the use of weekly common planning that focuses on standard-based lesson planning, administrative and instructional classroom walk-thrus, observations, collaborative data chats, and student work/end products. Teachers will utilize the use of state-mandated item specs to ensure alignment between lesson plans, instructional delivery, assessments, student work samples, and grades.

Person responsible for monitoring outcome:

Yolanda Williams (williamsevens@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of: Planning with the End in Mind. This strategy for instruction will assist in ensuring that all components of a lesson are aligned to the standards. This will be evidenced by lesson plans, collaborative planning agendas, and walk throughs.

Rationale for Evidence-based Strategy:

By planning with the end in mind, teachers will become intentional with their activities and assessments. Planning with the end in mind empowers teachers and students with a focused learning environment that promotes clear and concise learning outcomes. This allows our school to be proactive instead of reactive, ultimately fostering an increased educational efficiency in our commitment to standards-aligned instruction.

Action Steps to Implement

8/18- Provide professional development to teachers on standard based aligned instructional practices that include the strategy of planning with an end in mind. As a result, teachers will develop systems for unwrapping the standards prior to and during collaborative planning.

Person Responsible

Yolanda Williams (williamsevens@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling planning with an end in mind.

Person Responsible

Yolanda Williams (williamsevens@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that utilize identified resources to create standards aligned content. As a result, students will receive scaffolded instruction that address student deficiencies, build a foundation, maintain rigor and ensure mastery of the identified learning target.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

8/31-10/11- Administrative team will conduct classroom walk-throughs to ensure that standard-based alignment is imminent during lesson delivery. As a result, administrative team will debrief and provide feedback to instructional coaches during the weekly leadership meetings to assure teachers receive appropriate support in the implementation of this strategy.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

11/1-12/17 During collaborative planning, department meetings, and teacher planning periods the SIP/ PLST will share best practices for checks for understanding. Therefore, teachers will be able assess student understanding of the standard, provide students with feedback, identify opportunities for reteach based in students' errors and misconceptions and then plan instruction that ensures students are understanding the level of complexity of the standard.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

11/10-12/17- Administrative team will conduct classroom walk-throughs to make certain that educators are implementing checks for understanding techniques. Consequently, the administrative team will debrief and provide feedback to instructional coaches during the weekly leadership meetings to assure teachers receive appropriate support in the implementation of these strategies.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

1/31-4/29-During collaborative planning, instructional coaches and teachers will disaggregated midyear, topic, and reading progress monitoring assessment data to identify which standards will need to be retaught and/or remediated. Additionally, teachers in collaboration with instructional coaches will identify students for interventions based on standards that are showing deficiency. Therefore, teachers will be able to strategically provide students' with understanding of specific standards, provide students with timely feedback, and identify opportunities to reteach based on students' errors and misconceptions.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

1/31-04/29-Administrative team will conduct classroom walk-throughs to ensure that educators are continuing to provide standards aligned instruction while also reteaching lowest performed standards. As a result, the administrative team will debrief and provide feedback to instructional coaches during the weekly leadership meetings to assure teachers receive purposeful and appropriate support in data desegregation, targeted interventions, and focus calendar for the reteach of the lowest standards.

Person Responsible Yolanda Williams (williamsevens@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: According to the 2020-21 School EWI Counts by Grade Level, 324 9-12 grade students failed ELA, while 348 9-12 grade students failed math. This suggests that approximately 20% of the students have poor academic performance in core classes which is a factor of educational disengagement. Engaging students will enhance their learning process while increasing their attention and focus to foster meaningful learning experiences.

Measurable Outcome: If we successfully implement student engagement strategies, then the number of students failing ELA or math will decrease by 10 percentage points.

Monitoring: Student engagement will be monitored to ensure desired outcome through frequent and consistent administrative and instructional leaders classroom observations and walk-throughs. The instructional coaches will push out quarterly engagement strategies to promote a student-centered atmosphere conducive to maximizing learning.

Person responsible for monitoring outcome: Judith Gerena (jgerena@dadeschools.net)

Evidence-based Strategy: We will foster student engagement through the use of student centered instruction that is based on 21st Century Learning (4C's: Creativity, Collaboration, Communication, and Critical Thinking). Teachers will foster a sense of creativity in the classroom by creating hands-on learning activities, inquiry -based projects and problem solving activities. In addition, teachers will also incorporate collaborative learning structures to encourage student engagement by providing group work activities that afford students the opportunity to engage in rich discourse, academic vocabulary, socratic circles and seminars. Furthermore, through effective communication, checks for understanding and accountable talk will be embedded in daily instruction to set high expectations for students. Teachers will also implement critical thinking strategies and activities that will advance cognitive, behavioral, and emotional engagement.

Rationale for Evidence-based Strategy: Through the use of 21st Century Learning evidenced-based strategy we will align our activities to include creativity, collaboration, communication and critical thinking learning opportunities. As a result, we will create a cognitively stimulating school environment that informs and engages students.

Action Steps to Implement

8/18- Provide professional development to teachers on the use of 21st Century Learning evidenced-based strategy for student engagement. As a result, teachers will develop learning activities that include creativity, collaboration, communication and critical thinking learning opportunities thus creating a cognitively stimulating school environment that informs and engages students.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings in which teachers will develop lessons that incorporate 21st Century Learning (4C's: Creativity, Collaboration, Communication, and Critical Thinking). Teachers will attend collaborative planning and take turns taking the lead and modeling lessons that address one or more areas of the 21st Century Learning.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

8/31-10/11- Teachers will develop lessons that incorporate the 4C's strategies. Teachers will then implement critical thinking strategies and activities that will advance cognitive, behavioral, and emotional

engagement. As evident, by classroom observations in which the majority of the learners connect and actively participate on the lesson.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

8/31-10/11- Administrative team will conduct weekly reviews of the teachers' gradebook to analyze which teachers have high failures rates. As a result, administrative team will provide feedback to instructional coaches on a weekly basis, in order to develop a plan for support for teachers with high failure rates.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

11/9-12/7 During the faculty meeting the SIP/PLST team will engage the faculty in modeling the 21st Century Learning 4C's in the classroom across the content areas. Thus, teachers will engage in a culture of collaboration thus focusing their instructional delivery for student engagement.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

12/13- The SIP/PLST will develop a survey that evaluates student engagement. Students will be asked to complete the survey and the SIP/PLST will evaluate the data. As a result, the administrative team along with the SIP/PLST team will analyze student engage data by content and develop next steps for content areas that show low ratings in student engagement.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

2/7-The SIP/PLST will redistribute the survey that evaluates student engagement as this process was not completed during the previous phase. The SIP/PLST in conjunction with the administrative team will review the data and determine next steps for support. Therefore, faculty and staff will receive an overview of the gathered data and determine which engagement strategies are showing effectiveness to be able to shift their practices in their classrooms.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

1/31-4/29-Educators will continue to implement 21st Century Learning 4C's strategies learned during the faculty meeting and educational gallery walks that focused on student engagement. As a result, students will engage in lessons that are creative, collaborative, provide a platform for critical thinking and involve in communication amongst peers.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

When analyzing the 2020-2021 school climate survey, question 22 stated “My teachers make me want to learn.” The results detail that while 53% % of students agree or strongly agree with the statement, more than 47% of students surveyed this question as neutral, disagree and strongly disagree. In addition, question 16 states, “adults in my school care about me as an individual.” The findings indicate that more than half (51%) of the students surveyed this question as neutral, disagree and/or strongly disagree. The data demonstrates the need to cultivate a culture that promotes equity and diversity for all stakeholders. School wide initiatives to foster an increase in student voice and equity bridges the gap to proficiency and propels students toward proficiency needed for graduation.

Measurable Outcome:

By the end of the 2021-2022 school year, the school will see a 15 percentage point growth in the number of students who feel teachers are invested and care about them and their learning.

Monitoring:

Through the use of student surveys, classroom walk-throughs, participation in student activities, and mentoring we will monitor students' emotional and social disposition.

Person responsible for monitoring outcome:

Rhonda Gaines-Miller (pr7381@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Equity and Diversity, our school will focus on the evidence-based strategy of: Culturally Responsive Teaching (CRT). During this school year we will focus on culturally responsive teaching in order to encourage and build sustainable teacher and student relationships.

Rationale for Evidence-based Strategy:

Culturally Responsive Teaching (CRT) is a research-based approach to teaching that connects students' cultures, languages and life experiences with what they are learning. understanding students' lives can help foster sense of belonging and ensure that all students feel respected and challenged. By utilizing this pedagogical strategy, teachers are able to connect with students, build trust and stimulate high academic expectations for all students.

Action Steps to Implement

9/14- Teachers and staff will conduct a self-assessment on culturally responsive teaching to self-identify bias and unconscious attitudes that impact their student/teacher relationship. As a result, the staff will be able to reflect on their own unconscious biases and attitudes that impact instruction.

Person Responsible

Gary Downing (gd2@dadeschools.net)

9/21- The SIP/PLST will meet to analyze the data from the survey results and develop a professional development plan that focuses on the Culturally Responsive Teaching strategy. As a results, the team will present the plan and begin to introduce the strategy at the next faculty meeting.

Person Responsible

Gary Downing (gd2@dadeschools.net)

9/28- During the faculty meeting the SIP/PLST team will have staff jigsaw an article describing what Culturally Responsive Teaching is and how it can be implemented into their classroom. As a result, teachers will have knowledge of the learning for justice standards which represents a continuum of engagement in anti-bias, multicultural and social justice education.

Person Responsible

Gary Downing (gd2@dadeschools.net)

10/11- The SIP/PLS Team with additional teacher input, will collaboratively develop culturally responsive strategies that will be implemented school-wide and present it to staff during the faculty meeting. As a results, teachers will begin to implement these strategies during their daily teachings.

Person Responsible Gary Downing (gd2@dadeschools.net)

11/9-Durign the faculty meeting we will continue to collaborate and finalize the culturally responsive strategies that the faculty will implement during the academic year. As a result, teachers and staff will begin to bridge the gap between themselves and their students thus strengthening relationships.

Person Responsible Gary Downing (gd2@dadeschools.net)

12/1-5/1- The SIP/PLST will create a monthly newsletter highlighting the implementation of the culturally responsive teaching strategies. Thus, teachers will be able to reflect on their current practices and adjust as needed to ensure culturally responsive teaching strategies are implemented.

Person Responsible Gary Downing (gd2@dadeschools.net)

1/31-The SIP/PLST will select the book and present at faculty meeting the idea for the book study. Then, the SIP/PLST will survey the faculty and staff that is interested in participating in this professional development. As a result, a group of of educators will be formed to participate in the book study.

Person Responsible Gary Downing (gd2@dadeschools.net)

1/31-4/29-Faculty and staff will voluntarily participate in a bi-weekly Book Study that addresses culturally responsive teaching. Therefore, this group of educators will help develop each other though collaborative discussions.

Person Responsible Gary Downing (gd2@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	While the data from the school climate survey indicates that more than 85% of faculty believe that the school leadership team is intentional with faculty development and relationships the amount of people who disagreed with the statement increased by 7 percentage points between 2019-2020 (4%) and 2020-2021(11%) according to PowerBI, therefore, leadership development will be the school's area of focus.
Measurable Outcome:	If we successfully implement leadership development best practices, the number of teachers that feel their ideas are listened to and considered will increase by 5 percentage points.
Monitoring:	Teacher leadership development will be monitored via surveys and the results from the school climate survey responses in the leadership and relationship category.
Person responsible for monitoring outcome:	Rhonda Gaines-Miller (pr7381@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Leadership Development, we will focus on the evidenced based strategy of: empowering others which will allow teachers to lead mini-pds and share best practices as part of the Teacher Leadership Center and Faculty meetings. By creating experts in the building in varying capacities and involving teachers in what to share, teachers feelings about how their ideas are being listened to, we hope to increase the overall feeling of leadership development. Teacher experts in the building in conjunction with the PLST will provide a summary each month to ensure progress is being made for the identified outcome.
Rationale for Evidence-based Strategy:	Involving Staff in the teacher leadership center and faculty meetings, will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve, thereby, augmenting teachers feelings on how they feel listened to in the building. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront and ultimately foster enhanced leadership development.

Action Steps to Implement

9/21- Faculty and Staff will have access to a survey geared towards the improve the school community, departments, curriculum, or extracurricular activities. Faculty will also have the opportunity identify areas of strengths that they can share as best practices with colleagues. As a result, we will build a professional learning community that is teacher lead.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

9/1-10/11- The Administrative Team will have lunch with a specific department to discuss any issues or ideas and to foster open communication between teachers and admin and to encourage teachers to become teacher leaders. As a result, the leadership team will be able to directly interact with all teachers and accurately reflect on the needs of the departments.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

9/1-10/11-The re-implementation of the Teacher Leadership Center will afford emerging leaders the opportunity to facilitate professional development sessions geared towards the school's needs outlined in the school improvement plan. As a result, teacher will offer best practices during lunch and faculty meetings.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

9/1-10/11-Once a month we will continue "Spotlight Success" in which an individual is recognized by his or her peer for their contribution to the school. Furthermore, administration will highlight teachers within the school to share best practices and strategies that have proven to be successful in the classroom during the "educator's corner" segment of monthly faculty meetings.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

11/1-12-21 Collaboration between the SIP & PLST team to develop the monthly activities for the Critical Friends Group program. Resulting in a five-month professional development that will meet at least monthly which will assist in building a culture of learning and growth amongst our educational professionals.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

11/8- Present to the faculty 11/8- SIP/PLST Team will present to the faculty the opportunity to join the Critical Friends program. As a result, 20-25 teachers will join this on-going professional development which provides a venue for individual growth and leadership.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

1/31- The SIP/PLST Team noted that there was low interest in participating in Critical Friends Group program. Therefore, it was decided that instead of hosting a separate professional development it would incorporate critical friends' strategies during the Book Study. This will allow for a wider number of participants to receive this type of professional development.

Person Responsible Kenan Lawhorne (klawhorne@dadeschools.net)

1/31-4/29-The SIP/PLST Team will lead the discussions during the book study and align critical friends' strategies during the bi-weekly discussions. Additionally, the SIP/PLST team will host mini developments during lunch to help teachers improve instruction and student learning through effective feedback and support from the critical friends. Therefore, creating a professional learning community amongst faculty and staff.

Person Responsible Kenan Lawhorne (klawhorne@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.

Comparing the discipline data of the school to the discipline data across the state, Miami Norland Senior High School has 2.2 incidents per 100 students while the state average is 3.3 incidents per 100 students. This places Miami Norland Senior High School into the low category. However, when examining the incident rank details, Miami Norland is in the high category for violent incidents and very high for property incidents. As a result of the aforementioned, the school will monitor student interactions more closely and work in conjunction with students services to ensure preventive measures are put into place regarding conflict management. Equity and diversity will be emphasized in and out of the classroom, to create a positive culture to assist in alleviating violent incidents at the school. As far as property incident, the school leadership team will ensure that all school property is secured at the conclusion of each day and will utilize school security to monitor all areas of the building.

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.

Miami Norland Senior High School cultivates a positive school culture and environment by investing in all stakeholders through fostering a growth mindset that augments a shared vision and mission, perpetuated by effective use of school and district resources, thereby contributing to the growth of students and faculty. The school offers a host of teacher led professional learning opportunities that aligns to the needs and interests identified by needs assessment surveys.

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

The stakeholders at Miami Norland Senior who are responsible for building a positive school culture and environment include the Principal, Vice-Principal, Assistant Principals, Dean of Discipline, CSI Coordinator, Instructional Coaches, Teacher Leaders and Counselors (School Leadership team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Vice-Principal and Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. The Dean of Discipline and CSI Coordinator will ensure the safety and well-being of all students and implement Positive Behavior Incentives. Teacher leaders and instructional coaches assist in providing and

responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00