Miami Norland Senior High School

2022-23 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: 7/7/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: I (%) 2017-18: C (53%)
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	N/A
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		I	I

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
Gerena, Judith	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Williams, Yolanda	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Brown, Ebony	Instructional Coach	The Transformation Coach will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Flores, Oscar	Teacher, K-12	The professional serves on the Professional Learning Team and provides teachers with professional development opportunities to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.
Hill, Angela	Teacher, K-12	The professional serves on the Professional Learning Team and provides teachers with professional development opportunities to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.
Campbell-McLemore, Mesha	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Napier, Antonio	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.

Name	Position Title	Job Duties and Responsibilities
Wilson, Cindy	Teacher, K-12	The professional serves on the Professional Learning Team and provides teachers with professional development opportunities to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.
Symonette, Precious	Teacher, K-12	The professional serves on the Professional Learning Team and provides teachers with professional development opportunities to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

Demographic Information

Principal start date
Thursday 7/7/2022, Rhonda Gaines Miller L

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
17

Total number of teacher positions allocated to the school
74

Total number of students enrolled at the school
1,564

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	399	392	401	371	1563
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	100	142	170	190	602
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	1	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	33	29	46	21	129
Course failure in Math	0	0	0	0	0	0	0	0	0	43	2	14	20	79
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	149	188	0	481
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	169	176	162	5	512
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	144	149	188	0	481

Using the table above, complete the table below with the number of students by current grade level who have 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	151	159	191	46	547

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	0	0	15	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	9	6	9	25

Date this data was collected or last updated

Thursday 7/7/2022

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	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

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	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
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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	
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	54%	51%					59%	56%
ELA Learning Gains	42%							54%	51%
ELA Lowest 25th Percentile	41%							48%	42%
Math Achievement	30%	42%	38%					54%	51%
Math Learning Gains	59%							52%	48%
Math Lowest 25th Percentile	69%							51%	45%
Science Achievement	38%	41%	40%					68%	68%
Social Studies Achievement	56%	56%	48%					76%	73%

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

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
2022					
2019	63%	68%	-5%	67%	-4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	71%	23%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	63%	-36%	61%	-34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	54%	-24%	57%	-27%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	42	34	34	59	57	39	46		93	55
ELL	10	42	37	20	62	65	38	56		97	87
BLK	28	42	40	30	59	68	39	55		94	84
HSP	30	48	44	38	65	75	31	52		89	75
FRL	27	43	40	29	59	70	38	56		94	84

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
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	58
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 increases in performance data in all areas of Mathematics. Math proficiency was 16% in 2021 and 30% in 2022, which was an increase of 14- percentage points. Math learning gains were 25% in 2021 and 59% in 2022, which was an increase of 24 percentage points. Math low quartile learning gains were 37% in 2021 and 69% in 2022, which was an increase of 32 percentage points. In English Language Arts (ELA), proficiency was 30% in 2021 and 28% in 2022, which was a decrease of 2 percentage points. ELA learning gains were 36% in 2021 and 42% in 2022, which was a increase of 6 percentage points. ELA low quartile learning gains were 30% in 2021 and 41% in 2022, which was a increase of 11 percentage points. Science proficiency in 2021 was 41% and 38% in 2022, which was a decrease of 3 percentage points. U.S. History proficiency was 45% in 2021 and 56% in 2022, which was an increase of 11 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring and the 2022 state assessments, the components that demonstrated the greatest need for improvement is Science and English Language Arts. In Science, the overall proficiency in 2021 was 38%, which was a decrease of 3 percentage points from 2020 to 2021. Additionally, overall proficiency for English Language Arts (ELA) demonstrated a 2-percentage point decrease from 2021 to 2022 from 30% to 28%.

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 student attendance related issues. An analysis of attendance data indicates that students with excessive absences performed below grade-level in their core classes. To address attendance concerns, the Attendance Committee will target Tier 1 and Tier 2 students (Students with 1-5 absences) through interventions, mentoring, counseling, and incentives. Additionally, to address the areas for improvement we will focus on coaching teachers to plan with the end in mind while simultaneously aligning instruction to standards. This will provide the opportunity to address attendance concerns and learning loss.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement based on the 2022 state assessments was Mathematics, Social Studies and English Language Arts. In mathematics there was a 14-percentage point increase in proficiency and in Social Studies there was a 11-percentage increase in proficiency . In terms of Learning Gains in English Language Arts (ELA), there was a 6-percentage increase.

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

During the 2021-2022 school year, students were strategically placed in Algebra and Geometry courses based on their needs to ensure the implementation of RTI. Ongoing data analysis, remediation of topic assessments, and coaching support contributed to student improvements. Additionally, scheduling students in both U.S. History and Research provided students with additional support to master

standards. Regarding learning gains in ELA, successfully targeting bubble students and the implementation of teacher-led intervention groups fostered student growth and contributed to improvements in reading.

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After a thorough data analysis of the 2-year trends in mathematics, reading, and science, standards-aligned instruction was identified as an instructional practice of focus. Standards-aligned instruction will ensure better accountability and guide the planning, implementation, and assessment of student learning. According to the 2020-2021 FSA/EOC assessment, the data reveals that 277 out of 849 ninth and tenth-grade students scored at a level 1 for ELA, 270 out of 719 ninth and tenth-grade students scored a level 1 for FSA/EOC Math, and a 6% decrease on the Science EOC. Moreover, the 2021-2022 FSA/EOC assessment data reveals that 355 of 911 ninth and tenth-grade students scored at a level one for ELA, 356 of 661 ninth and tenth-grade students scored a level 1 for FSA/EOC Math and only 33% of students scored proficient of the EOC Science assessment. The FSA ELA and Algebra I EOC is graduation requirements, and students are expected to be proficient. Therefore, an increase in Mathematics and ELA data is integral for student success and their post-secondary plans. To monitor the successful implementation of standards-aligned instruction, teachers will conduct data chats and utilize data trackers to monitor students' performance and to plan focused instruction to meet the specific needs of students. An increase in learning gains would highlight the benefits of standards-aligned instruction and reinforce the importance of a concerted effort by instructional staff to align their lesson plans with the state standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Implementation of our area of focus will ensure a 5% increase in the number of students demonstrating proficiency in Math and ELA from the 2021-2022 state assessments to the 2022-2023 state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Standard-aligned instruction will be monitored through weekly common planning sessions that focus on standards-based lesson planning, administrative and instructional classroom walk-thru's, classroom 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:	Rhonda Gaines-Miller (pr7381@dadeschools.net)
Evidence-based Strategy: Describe the	To address our area of focus of standards-aligned instruction, the school will implement the evidence-based strategy of planning with the End-in-Mind. This instructional strategy ensures that all lesson plan components are aligned to the standards. This will be

evidence-based strategy being implemented for this Area of Focus.	evidenced by lesson plans, collaborative planning agendas, instructional activities, end products, and walk-throughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/18-Provide professional development to teachers on B.E.S.T benchmarks instructional practices that include the strategy of planning with an end in mind. As a result, teachers will develop systems for stacking the benchmarks before and during collaborative planning.

Person Responsible	Yolanda Williams (williamsevans@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 (williamsevans@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 addresses student deficiencies, build a
foundation, maintain rigor and ensure mastery of the identified learning target.

Person Responsible	Yolanda Williams (williamsevans@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, the administrative team will debrief and provide feedback to instructional coaches during the weekly leadership meetings to ensure teachers receive appropriate support in implementing this strategy.

Person Responsible	Yolanda Williams (williamsevans@dadeschools.net)

10/31-12/16- Teachers will participate in "Demonstration Lessons," in which they collaborate to develop a standard-align lesson and deliver it. During the " Demonstration Lesson," teachers will complete a note-

taking note-make collection tool to assess standard alignment and the effectiveness of the lesson based on student engagement, questions, and assessment results. As a result, teachers will reflect on their lesson development and delivery and make necessary adjustments to improve comprehension.

Person Responsible Yolanda Williams (williamsevans@dadeschools.net)

10/31-12/16- Teachers will participate in learning walks focusing on standard alignment. Learning walks will consist of visiting " Observational Classrooms" within our school and other schools to ensure instructors have an opportunity to improve their self-awareness of their skills and increase alignment and precision.

Person Responsible Yolanda Williams (williamsevans@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Quality of Education and Preparedness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When analyzing the 2021-2022 school climate survey, question 28 stated, "The overall culture at my school is positive and helps me want to learn." The results detail that while 37% of students agree or strongly agree with the statement, more than 62% of students surveyed this question as neutral, disagree, and strongly disagree. A comparison of students' responses to the same question in 2020-2021 indicates a 16% increase, from 14% disagree or strongly disagree in 2020-2021 to 30% disagree or strongly disagree in 2021-2022. In addition, question 1 states, "My school is safe and secure." The findings indicate that more than half (60%) of the students surveyed this question as neutral, disagree and/or strongly disagree. The data finding suggests a need to cultivate a positive and safe environment for all students. To enhance academic growth and get students closer to the proficiency needed for graduation, school-wide activities that increase students' voices, spirit, and pride and give them access to resources and support systems that benefit their academic and social-emotional health are required.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, the school will see a 15 percentage point growth in the number of students who feel the overall culture at my school is positive and helps me want to learn.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will implement the use of student surveys, classroom walk-throughs, participation in student activities, mentoring groups, and monitor students' emotional and social dispositions.
Person responsible for monitoring outcome:	Rhonda Gaines-Miller (pr7381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Within the targeted areas of Quality of Education and Preparedness, our school will focus on the research-based strategy of Collective Efficacy. During the school year, we will focus on implementing initiatives that aid in developing a shared belief that we can positively influence student outcomes and achievement through our collective action.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to research, staff members in schools with high levels of collective efficacy have a positive attitude toward professional development, adopt evidence-based instructional practices more thoroughly, and place a greater emphasis on academic goals. Additionally, students behave better and show more optimism about their capacity to advance academically. By utilizing this pedagogical strategy, staff members can connect with students, build trust, create a positive learning environment and stimulate high academic expectations for all students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9/13- Teachers and staff will complete the "community of practice self-assessment tool" on collective efficacy. The survey results will allow staff to determine where we are emerging, evolving, embedding, or excelling in Collective Efficacy. As a result, the staff will be able to reflect on our collective efficacy and how it impacts instruction.

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

9/20- The SIP/PLST will meet to develop a professional development plan that focuses on Collective Efficacy. As a result, the team will present the plan and begin to introduce the strategies at the next faculty meeting.

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

9/27- The SIP/PLST team will train the department leaders on how to jigsaw the article" Collective Efficacy: together we can make a difference" with their departments. As a result, teachers will come up with at least one strategy that their departments will implement and share out at the next faculty meeting.

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

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

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

10/31-12/16- The SIP/PLS Team will use the results from the PD needs survey to identify an appropriate book to complete a book study and build collective efficacy. As a result, through their collective actions, educators can influence student outcomes and increase achievement.

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

10/31-12/16 - The PLS team will identify focus groups for mentoring. Develop teacher-to-student mentor groups and peer-to-peer mentor groups. Mentors act as thought partners on a student's academic journey and help empower students to become autonomous learners and agents of change. This collective efficacy action step helps leaders understand students' hopes and fears and support their success by advocating for their best interests.

Person Responsible   Antonio Napier (antonio1@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While the data from the school climate survey indicates that more than 72% of faculty believe that the school leadership team is intentional with faculty development and relationships, the number of teachers who disagreed with the statement increased by four percentage points between 2020-2021 (11%) and 2021-2022(15%), according to PowerBI. Additionally, the PD needs survey completed by faculty, social/emotional learning was ranked 3rd out of 18. Therefore, the school's focus areas will be leadership development and teachers' social and emotional well-being.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement leadership development best practices, the number of teachers who feel their ideas are listened to and considered will increase by 9 percentage points from 72% to 80%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being	Within the targeted element of Leadership Development, we will focus on the evidenced-based strategy of empowering others, allowing teachers to lead mini-PDs and share best practices as part of the Teacher Leadership Center. The Leadership Centers will be facilitated before school, after school, or during faculty meetings. By creating experts in the building in varying capacities and involving teachers in the leadership development process, teachers' feelings about how their ideas are being listened to will increase their overall sense of leadership development within our school community. To monitor our progress towards our goal, teacher experts and the Professional Learning Support Team

implemented for this Area of Focus.	(PLST) will provide a summary each month of leadership development initiatives and the survey results after each session.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Involving staff in the Teacher Leadership Center will assist in integrating the talents of teachers within the building to problem solve and carry out the vision and mission of the school, Thereby augmenting teachers' feelings on how they feel listened to in the building. Throughout this process, the Leadership Team will create buy-in, bring creative and innovative solutions to the forefront, and ultimately foster enhanced leadership development.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/18- Faculty and staff will access surveys to improve the school community, departments, curriculum, or extracurricular activities. Faculty will also have the opportunity to identify areas of strengths that they can share as best practices with colleagues. As a result, we will build a teacher-led professional learning community.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

9/1-10/14- The Administrative Team will have lunch with a specific department to discuss any issues or ideas, foster open communication between teachers and admin, and encourage teachers to become teacher leaders. As a result, the leadership team will be able to interact with all teachers directly and accurately reflect on the needs of the departments.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

9/1-10/14-The continuation of the Teacher Leadership Center will allow emerging leaders to facilitate professional development sessions geared toward the school's needs outlined in the school improvement plan. As a result, teachers will offer best practices during lunch and faculty meetings.

Person Responsible Judith Gerena (jgerena@dadeschools.net)

9/1-10/14-Once a month, we will continue "Spot Success" in which an individual is recognized by his or her peer for their contribution to the school. Furthermore, the 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 Judith Gerena (jgerena@dadeschools.net)

10/31-12/16-Teacher Leaders will meet weekly through our "Viking L.E.A.P" to discuss and implement initiatives and strategies that impact student performance and enrich students' educational experiences. As a result, teachers buy into the vision and mission of the school as they are active participants in the school's improvement process.

Person Responsible   Judith Gerena (jgerena@dadeschools.net)

110/31-12/16-Members of the Viking L.E.A.P. team will participate on the E.S.S.A.C. Committee, hiring fairs, lunch duties, afterschool activities, and learning walks to aid them in connecting with whys of the educational institution and aid teachers in developing their leadership skills.

Person Responsible   Judith Gerena (jgerena@dadeschools.net)

#4. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021-22, School EWI Counts by Grade Level, 123 9-12 grade students failed ELA, while 70 9-12 grade students failed math. This suggests that approximately 12% of the students have poor academic performance in core classes which is a factor of educational disengagement. Regarding attendance, 45% of our students had attendance below 90%. According to the School Climate Survey in the Teaching Learning and Assessment category, 46% of students disagreed or strongly disagreed that they liked coming to school in 2021-2022. This is an increase of 18% from the 2020-2021 Climate Survey. The data findings suggest that an emphasis on student engagement and meaningful learning experiences is needed to enhance the learning process for students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement student engagement strategies, then the number of students failing ELA or math will decrease by ten percentage points, and there will be a decrease in the number of students who have attendance below 90% from 45% in 2021-2022 to 35% in 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student engagement will be monitored through frequent and consistent classroom observations and walkthroughs of administrative and instructional leaders. The instructional coaches will implement quarterly engagement strategies to promote a student-centered atmosphere that maximizes learning.
Person responsible for monitoring outcome:	Rhonda Gaines-Miller (pr7381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	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 creativity in the classroom by creating hands-on learning, 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 allow students to engage in rich discourse, academic vocabulary, Socratic circles, and seminars. Furthermore, to set high expectation for students, instructors will check for understanding by infusing accountable talk. Teachers

implemented for this Area of Focus.	will also implement critical thinking strategies and activities to advance cognitive, behavioral, and emotional engagement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Through the use of the 21st Century Learning evidence-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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Mesha Campbell-McLemore (mecamp2129@yahoo.com)

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	Mesha Campbell-McLemore (mecamp2129@yahoo.com)

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 in the lesson.

Person Responsible	Mesha Campbell-McLemore (mecamp2129@yahoo.com)

8/31-10/11- Administrative team will conduct weekly reviews of the teachers' grade books to analyze which teachers have high failure rates. As a result, the administrative team will provide feedback to instructional
coaches every week to develop a plan for support for teachers with high failure rates.

Person Responsible	Mesha Campbell-McLemore (mecamp2129@yahoo.com)

10/31-12/16-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   Mesha Campbell-McLemore (mecamp2129@yahoo.com)

10/31-12/16- Teachers will participate in learning walks focusing on student engagement. Learning walks will consist of visiting " Observational Classrooms" within our school and other schools to ensure instructors have an opportunity to improve their self-awareness of their skills and increase the use of the 4C'S and student engagement.

Person Responsible   Mesha Campbell-McLemore (mecamp2129@yahoo.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 Teambuilding 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.