

Miami-Dade County Public Schools

Norland Middle School



2022-23 Schoolwide Improvement Plan

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Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

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

Demographics

Principal: Sacha Challenger T

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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: C (51%) 2018-19: C (46%) 2017-18: C (43%)
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	TSI
* 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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Norland Middle School

1235 NW 192ND TER, Miami, FL 33169

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

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)
Middle School 6-8	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	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Challenger , Sacha	Principal	As the Principal, Dr. Challenger ensures that all academic policies and curricula are followed. She oversees daily operations and creates a system to monitor and track measures of academic success. Her mission is to help maximize teaching potential by establishing an open-door policy for all stakeholders to share, express, and develop solutions for their concerns. Dr. Challenger ensures that Norland Middle is a safe, welcoming atmosphere free of bias in which students can achieve their maximum potential by developing a culture of shared leadership, building capacity of teachers and developing student leaders.
Douglas , Dannitra	Assistant Principal	As an Assistant Principal, Mrs. Douglas assists in all academic policies and curriculum. She develops systems to track standards and measure the success of the Reading, Language Arts, and Social Studies departments. Mrs. Douglas' mission is to help maximize educator's potential by building their capacity through meaningful professional development. Her goal is to create an atmosphere that is free of bias and is student centered. Ms. Douglas's goal is to increase student potential by encouraging them to become leaders both in school and in their communities. Ms. Douglas provides the vision and leadership to develop, administer, and monitor English Language Arts, Reading, and Social Sciences. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Hayes, Tiffany	Assistant Principal	As an Assistant Principal, Mrs. Hayes assists in all academic policies and curriculum. She develops systems to track standards and measure the success of her departments. Her mission is to help grow our Visual and Fine Arts Magnet program, while developing relationships with feeder-pattern elementary schools.. Her goal is to create an atmosphere that is free of bias and is student centered. Her goal is to increase student potential by encouraging them to become leaders both in school and in their communities. Mrs. Hayes provides the vision and leadership to develop, administer, and monitor Math and Science. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Delancy, Nicole	Math Coach	As an Instructional Coach, Ms. Delancy-Charles assists in all academic policies related to the Math curriculum. She is skilled at developing systems that help teachers and administrators track benchmarks that measure the success of the school. Her mission is to help maximize teacher and student potential by encouraging them to become leaders at Norland Middle School. Ms. Delancy-Charles provides the vision and leadership to develop, administer, and monitor student achievement. She is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.

Demographic Information

Principal start date

Friday 7/19/2019, Sacha Challenger T

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.*

0

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.*

16

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

686

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

7

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

3

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	251	217	249	0	0	0	0	717
Attendance below 90 percent	0	0	0	0	0	0	38	55	65	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	18	31	38	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	31	8	9	0	0	0	0	48
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	83	56	92	0	0	0	0	231
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	111	1	72	0	0	0	0	184
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	2	0	0	0	0	0	5

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

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

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

The number of students identified as retainees:

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

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

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

The number of students identified as retainees:

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

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	36%	55%	50%				34%	58%	54%
ELA Learning Gains	46%						43%	58%	54%
ELA Lowest 25th Percentile	34%						36%	52%	47%
Math Achievement	38%	43%	36%				34%	58%	58%
Math Learning Gains	63%						43%	56%	57%
Math Lowest 25th Percentile	64%						41%	54%	51%
Science Achievement	37%	54%	53%				44%	52%	51%
Social Studies Achievement	62%	64%	58%				53%	74%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	28%	58%	-30%	54%	-26%
Cohort Comparison						
07	2022					
	2019	27%	56%	-29%	52%	-25%
Cohort Comparison		-28%				
08	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	58%	-28%	55%	-25%
Cohort Comparison						
07	2022					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-30%				
08	2022					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	73%	-21%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	13	32	26	18	47	45	5	28			
ELL	22	39	38	33	63	68	35	41			
BLK	36	46	35	37	63	63	36	62	82		
HSP	42	48	10	50	64		50	50			
FRL	34	46	35	36	63	65	36	61	83		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	30	26	6	11	14	9	27			
ELL	22	40	40	15	17	24	19	50			
BLK	28	32	24	19	19	24	33	45	57		
HSP	30	38	21	19	16	8					
FRL	26	31	25	19	18	23	32	43	55		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	29	27	5	24	27		18			
ELL	13	42	43	29	35	41	19	44			
BLK	34	43	36	34	43	41	43	53	89		
HSP	31	46	43	35	46		31	63			
MUL	46	64		50	45						
FRL	33	43	35	34	43	41	44	53	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)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	47
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 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	54
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	45
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?

Analysis of the Florida Standards Assessment Test (FSA) revealed an increase in proficiency across all core content areas. Math and Socials Studies had the most significant increase in data. In Mathematics, there was a 19 percentage point increase from 19% proficient in 2021 to 38% proficient in 2022. Civics improved from 45% proficient in 2021 to 62% proficient in 2022. During the 2021- 2022 academic year, 36% of students scored proficiency in ELA while 28% scored proficiency during the 2020-2021 academic year. This is an 8 percentage point increase. Science proficiency data improved by 4 percentage points with 33 percent of students proficient in 2021 and 37% in 2022. Reviewing our subgroup data revealed that our students with disabilities fell below the 41% federal index with 27%.

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

Based on the 2022 state assessment data, the greatest need for improvement is Science and ELA. Over the last two academic years, Science has had a 4 percentage point increase with 33% proficient in 2021 and 37% proficient in 2022. ELA increased by 8 percentage points from 28 % proficient in 2021 to 36% proficient in 2022.

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

At the start of the 2021-2022 school year, our Reading and Science departments were not fully staffed. Our 8th-grade Language Arts and 8th-grade science position were vacant for the first two months of school. For several weeks, the classes were covered by our Reading Transformation Coach. Shortly after the vacancy in Reading was filled, our Reading Coach resigned from the district. This limited the amount of support, feedback, and training provided to our reading teachers. As a result, teachers received support from Administration and ETO staff. Teacher attendance in our Reading Department also suffered due to illness. We have concluded that these factors impacted the consistency in instruction provided to students. In an effort to address this, we have worked diligently to ensure our Reading and Language Arts departments are fully staffed. Additionally, we are implementing attendance incentives to encourage consistent teacher attendance.

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

According to the 2021 Florida Standards Assessment, Math showed the most improvement. Math proficiency increased from 19% in 2021 to 38% in 2022. This is a 19 percentage point increase. Based on IReady data, 6th grade Math students displayed a 16% increase from Fall AP1 to Spring AP3. 7th grade Math students showed an increase of 23% and 8th grade showed an increase of 17%.

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 provided with several extended learning opportunities including Early Bird Math Tutoring, Saturday Husky Hangout, and Academies Spring and Winter Break. These remediation and enrichment opportunities facilitated Reading and Math interventions. Our teachers were also highly invested in providing instruction during these extended learning opportunities. Our team also utilized our math interventionists to develop and implement consistent interventions in Mathematics.

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

This school year, our success in accelerating learning will rely heavily on a seamless transition in implementing the B.E.S.T Standards. Our teachers will partake in ongoing professional development to gain a deeper understanding of the new standards and to effectively utilize instructional resources to develop standards-aligned lessons. Transformation coaches will provide continuous coaching support to identified teachers. Administrators, instructional coaches, and teachers will collaborate to develop an intervention plan aligned with our data. Additionally, we will offer to extend learning opportunities to all students. We will continue to Differentiate Instruction, using data to drive instructional decision-making.

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

The PLST will develop a Professional Development calendar that incorporates whole group sessions and job-embedded sessions including our “Play to Win” Conference (August 8th, 12th, and 16th 2022), tackling OPM/PM (August 2022), making adjustments to the group as data becomes available. Schoology (September 2022), Behavior Management (October 2022), B.E.S.T Standards for ELA, and MATH (September 2022). Continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing)

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, special camps, and STEM-based clubs.

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 B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Analysis of the Florida Standards Assessment Test (FSA) revealed an increase in proficiency in Mathematics and ELA. In Mathematics, there was a 19 percentage point increase from 19% proficient in 2021 to 38% proficient in 2022. During the 2021- 2022 academic year, 36% of students scored proficiency in ELA while 28% scored proficiency during the 2020-2021 academic year. This is an 8 percentage point increase. With a shift to the new B.E.S.T Standards, it is imperative that our teachers, instructional coaches, and administrators effectively adapt these standards to plan and deliver high-quality instruction. Effective instruction aligned to the best standards will ensure that our teachers are preparing our students to be proficient on the F.A.S.T assessment as they would have been exposed to the level of rigor and expectations outlined by the state. This will also support the school's goal to continuously improve proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If teachers implement Standards Aligned Instruction, then there will be a 5% increase in student proficiency in Math and ELA as evidenced by the 2023 F.A.S.T Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Implementation of B.E.S.T Standards will be monitored by administrators using an electronic Microsoft form to capture classroom observations and record administrative feedback from walkthroughs. During collaborative planning sessions, Instructional Coaches will ensure opportunities for collegial collaboration are included in teacher lessons. Administrators, during Leadership Team meetings, will review ongoing progress monitoring data and the team will develop the next steps as it relates to the data points.</p>
Person responsible for monitoring outcome:	<p>Sacha Challenger (pr6571@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>The evidence-based strategy selected for this Area of Focus is Standards-Aligned Instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.</p>

**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.**

The 2022-2023 school year is the first year of the implementation of Florida's new B.E.S.T. Standards in Literacy and Mathematics. In addition, there is a new textbook adoption in mathematics. Therefore, teachers in these content areas must be able to understand and align the instruction to the new standards in order for students to demonstrate proficiency. Selecting standards-align instruction will ensure that the learning objectives are met for the B.E.S.T. Standards.

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.

08/12/22- 08/19/22 During the opening of schools department meetings, transformation coaches will review the B.E.ST standards and turn-key information obtained during Synergy and ETO's Best Is Yet to Come Summit. This will support teachers in gaining an understanding of the new standards and begin the process of developing standard-aligned lessons.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

09/18/2022 -During common planning Transformational Coaches will support teachers in developing lessons that are aligned to the B.E.S.T standards. Instructional coaches will model the process and teachers will create and receive feedback from their peers.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

09/18/2022 - Administrators will evaluate student success through end-products, assessments, and F.A.S.T growth monitoring reports and will ensure that during the Leadership Team meetings next steps are targeted.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

09/18/22 - Each common planning session will have time allocated for the "Check Our B.E.S.T Practices" session where teachers share student end-products from standards-aligned activities. Teachers will receive feedback and their peers would be able to revise them for use in their own lessons.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

11/18/22- During common planning, teachers often share out their own personal best practices. However, the sharing of completed student end products and exit tickets was inconsistent. Moving forward, we will make more of an effort to share student products and provide feedback. We hope that by regularly reflecting on completed end products, teachers will become better at creating activities aligned to the new standards.

Person Responsible Sacha Challenger (pr6571@dadeschools.net)

11/18/22- Incorporate data chats as an agenda item during Leadership team meetings. Specifically, LT will conduct data reviews of ESE and lowest 25% students. As a result of this step, we hope to provide more opportunities for LT to reflect on student data and make proactive steps to address areas of need.

Person Responsible Sacha Challenger (pr6571@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Positive Behavior Support

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 the 2021-2022 school climate data, 28% of students strongly agreed and 34% of the students also agreed with the statement "Violence is a Problem at my school". This is a 17% and 12% increase respectively when compared to the 2020-2021 School Climate Survey data. In addition, it was also noted that 24% of students strongly agree with the statement: "Bullying is a problem at my school" on the 2021-2022 Climate Survey. This is a 9% increase from the previous school year. This was identified as an area of focus as it is important for students to feel safe at our school site and have a positive learning environment.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully reestablish our school-wide Positive Behavior Support program, student relationships will improve which will lead to a safe environment, and students who agree with the phrase "Violence is a Problem at my school" will decrease by 10% in the 2022-2023 school climate survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The school leadership team will collaborate to develop school-wide PBS expectations, rules, and consequences. The leadership team will survey teachers to garner ideas on strategies/systems/and incentives they would like to see implemented. During Husky Council meetings, grade level team leaders, Dean of Discipline, Counselor, and PBS Coordinator will have designated speaking time to discuss trends in student behavior.

Person responsible for monitoring outcome:

Tiffany Hayes (tlhayes@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

With the Area of Focus of Positive Behavior Support, we will focus on implementing proactive strategies for teaching and supporting appropriate student behaviors in an effort to create a positive school environment. These strategies will include techniques that reward students for meeting expectations, cater to social-emotional needs, mental health and facilitate positive relationships among peers.

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

As a leadership team, we want to set clear behavioral expectations for students and provide them with tools and support to build positive relationships between their teachers and peers. With the implementation of a positive behavior support system, students will be able to receive rewards for positive behavior. This will increase student investment and create a positive learning environment that reduces negative behaviors.

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.

8/10/22: The leadership team will collaborate to develop school-wide expectations, rules, consequences, and a Positive Behavior Support System. This information will be shared with teachers and students to ensure that all stakeholders are aware of the expectations.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

8/16/22: The leadership team will create a chart that illustrates a tier in behaviors that will be addressed within the classroom versus managed by the office. This "AT-A-Glance" chart will be included in our opening of schools documentation so that our parents are aware of our behavior expectations and how student behavior will be rewarded.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

09/28/22 The team will develop a merit-based rewards system that affords students the opportunity to earn incentives based on their behavior. This rewards system will be shared with teachers and students to ensure that all stakeholders are aware of how students will be rewarded for positive behavior.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

09/28/22: Introduce students to the new school-wide Positive Behavior Support program during student orientation and begin implementation. Teachers will also receive training on the merit-based rewards system and what system will be used to track students' points/rewards.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

11/30/22- Establish "Husky Bucks" as a school-wide reward system. Students can earn bucks for exhibiting positive behaviors. As a result of incorporating "Husky Bucks" more students will buy-in to the PBS Program.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

12/16/22- Request funding from EESAC to purchase inventory for Husky PBS store. If we are able to acquire funding from EESAC, we will be able to establish our PBS store and promote it to students.

Person Responsible Nicole Delancy (delancycharles@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the 2021-2022 school climate survey, 49% of staff members disagreed with the statement: "I feel my ideas are listened to and considered." This was a 30% increase from the previous school year." As a leadership team if we successfully implement Specific Teacher Feedback we will be able to facilitate conversations aligned to teacher strengths and growth areas. This will create an open dialogue for teachers to share their insight and goals for their professional development and ultimately own their growth process. This dialogue will also create a space for the leadership team and teachers to collaborate on the overall success of students. Furthermore, we hope to build teacher capacity with respect to reviewing and understanding their students' data.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Specific Teacher Feedback, then teachers will be able to receive feedback on their strengths and growth areas. This will lead to a 15% increase in the number of teachers that agree with the phrase "I feel my ideas are listened to and considered" on the 2022-2023 School Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>An internal walkthrough monitoring system will be created to capture qualitative and quantitative data during classroom observations. This monitoring system will also be used to measure the frequency of the feedback given to teachers. Administrators will facilitate one on one conversations to share feedback with teachers. This feedback will be provided in person or via email. Collaborative planning will be used to provide feedback to departments based on common trends observed during classroom walkthroughs.</p>
Person responsible for monitoring outcome:	<p>Dannitra Douglas (ddouglas@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the targeted element of specific teacher feedback, our school will focus on the evidence-based strategy of Consistent developmental feedback. This strategy will be used to ensure that all teachers are provided with timely feedback and that they are given the time and space to share their ideas as it relates to their professional growth.</p>

**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.**

Teachers are often reminded to allow student data to drive instruction. However, teachers may not know how to begin that process. Reviewing data can be intimidating for some. We aim to build teacher capacity by helping them become more confident with reviewing student data and developing plans for how to address it.

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.

10/03/22 Administrators will develop an internal monitoring system that will be used to capture qualitative and quantitative data during classroom walkthroughs. This will serve as a tracker for the feedback that each teacher is provided with as well as the frequency of the feedback.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

09/06/22 - Administrators will utilize the feedback collected to facilitate one on one debrief conversations as well as group feedback for each department. Feedback will also be shared via email. This will provide the space for teachers and administrators to collaborate on the next steps for their professional development and the continuous progress of students.

Person Responsible Nicole Delancy (delancycharles@dadeschools.net)

10/07/22 Leadership team will develop a series of reflective questions for teachers to use when conducting feedback conversations. These questions will be shared with teachers prior to data chats. This will allow the teacher to reflect on current practices and what shifts need to be made to support the needs of all learners.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

10/14/22 A student data chat form will be created to be utilized across all content areas. This will support our efforts to also provide students with timely feedback. Students will be able to gain knowledge of their progress and take ownership of their learning.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

11/7/22- Conduct a Professional Development needs assessment survey for teachers using Microsoft forms, As a result of this survey, we hope to obtain insight into the PD needs of our staff members.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

11/30/22- Create a PD Wednesday schedule geared towards topics that will build teacher capacity according to responses provided on PD needs assessment survey. In doing so, we hope to make PD Wednesday more meaningful for teachers and encourage teachers and staff to facilitate PD in addition to participating in them

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description**

and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Analysis of our ESSA subgroup data demonstrates that our Students with Disabilities fell below the 41% federal index. The federal index for this group was 27%. The data indicates that there is a need to revisit how we support our Students with Disabilities. After evaluating our action steps of support we will be able to integrate instructional strategies to support the needs of all learners and increase accommodations for our students with disabilities.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement strategies to support our students with disabilities then students in the sub-group Students with Disabilities will increase by a minimum of 14 percentage points as evidenced by the 2023 federal subgroup index. With that increase, this subgroup will fall above 41%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will work together to develop a method for tracking SWD's who scored below proficiency and are being targeted for additional support. In addition to academics, students' behavior will be monitored. ESE department chair will share Individualized Educational Plans with teachers. Instructional coaches and ESE department chair will collaborate with teachers to integrate instructional strategies that will support the needs of our students with disabilities. Administrators will review lesson plans weekly for instruction aligned to the standards as well as the integration of learning accommodations based on Individualized Educational Plans.

Person responsible for monitoring outcome:

Sacha Challenger (pr6571@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

After considering the needs of the SWD subgroup, our team has decided to focus on the effective use of Individualized Educational Plans. In doing so, stakeholders will be able to provide the accommodations students will need to reach proficiency. Ongoing progress monitoring, targeted remediation, and wrap-around services will be provided in small group settings.

Rationale for Evidence-based Strategy: Explain the

To support the needs of our Students with Disabilities we will include Instructional Strategies based on their needs such as extended time, larger font size, pre-printed notes, scaffolded activities, and additional accommodations as outlined by their Individualized Educational Plans. Support will also be provided in smaller group settings with consistent progress monitoring. Effective use of the Individualized Educational Plan

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

will allow teachers to gain a deeper understanding of the needs of all students and what strategies they can implement to support each student of Norland Middle School in achieving success.

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.

8/31/22 Use 2021-2022 FSA data to identify and target students with disabilities scoring below 41%. This will allow all stakeholders to be aware of the students that will need additional support.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

09/23/22 Develop a method for tracking academic progress of Students With Disabilities. This system will be used throughout the year to monitor students progress and evaluate the effectiveness of the accommodations students are receiving.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

09/09/22 ESE department chair will provide all teachers with the Individualized Educational Plans for their students that have disabilities. Teachers will then have a greater understanding of the accommodations their students will need to excel academically.

Person Responsible Sacha Challenger (pr6571@dadeschools.net)

10/14/22- Administrators and ESE department chair will utilize ongoing progress monitoring tools to track the progress of students. Weekly walkthroughs will also be conducted to identify teachers who need additional support in executing accommodations for their students with disabilities. This will ensure that all stakeholders are receiving feedback on the process.

Person Responsible Sacha Challenger (pr6571@dadeschools.net)

9/30/22- ESE department chair will provide teachers with updated copies of IEPs at a glance throughout the year. This will ensure that teachers are aware of changes to students' accommodations.

Person Responsible Sacha Challenger (pr6571@dadeschools.net)

11/11/22- Provide teachers with a copy of the progress monitoring spreadsheet for their data binders. Instructional coaches will work with teachers to ensure students are grouped appropriately when creating DI groups. As a result of being provide with this additional data, we expect teachers to use this information to inform their instruction and support of these demographic of students.

Person Responsible Dannitra Douglas (ddouglas@dadeschools.net)

11/11/22- A spreadsheet listing ESE testing accommodations by student will be added to the ESE Schoology group. With this information, we hope teachers will be better informed of the needs of their students and use this information to provide in-class support.

Person Responsible Tiffany Hayes (tlhayes@dadeschools.net)

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.

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

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

Administration: plans/promotes cultural responsiveness, inclusivity, equity, positive relations, demonstrates empathy, engages the team, commits to students, develops others, and engages the community

Instructional Coaches: fosters a culture of collaboration, encourages change and innovation among teachers and students

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

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

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

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

Students: participation in District Values Matter campaign and achieves academically