

Miami-Dade County Public Schools

Miami Norland Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Norland Senior High School

1193 NW 193RD ST, Miami, FL 33169

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gaines-Miller, Rhonda	Principal	The principal is responsible for directing and managing instructional programs and supervises daily operations and personnel. The principal oversees compliance with district policies, successful 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.
Williams, Yolanda	Assistant Principal	Assist the school principal in the overall administration of instructional programs and campus-level operations and coordinate assigned student activities and services.
Campbell-McLemore, Mesha	Assistant Principal	Assist the school principal in the overall administration of instructional programs and campus-level operations and coordinate assigned student activities and services.
Napier, Antonio	Assistant Principal	Assist the school principal in the overall administration of instructional programs and campus-level operations and coordinate assigned student activities and services.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders began during the MDCPS Synergy X conference on July 7, 2023. The school leadership team (Principal, Assistant Principal, Department Head, lead teachers, and academic coach) met during Synergy to analyze data maps and develop the initial draft of the School Improvement Plan. On August 15, 2023, The SIP team facilitated the SIP review round tables, where teachers and staff members rotated in small groups to analyze and discuss academic data and compare students, teachers, and parents' survey results. Information from those sessions was used to identify barriers to instruction and develop plans for improvement. The final stage of Phase I of the school improvement plan involves input and approval from the EESAC committee and will take place on September 12, 2023.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing students' achievement in meeting the State's academic standards through teacher and student data chats, surveys, and classroom observations. Findings garnered from these collection tools will be used to revise our school improvement plan, as necessary, to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B
	2019-20: I
	2018-19: I
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	602	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	129	
Course failure in Math	0	0	0	0	0	0	0	0	0	79	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	481	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	512	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	481	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	547

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	25

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	55	50	28	54	51	30		
ELA Learning Gains				42			36		
ELA Lowest 25th Percentile				41			30		
Math Achievement*	28	43	38	30	42	38	16		
Math Learning Gains				59			25		
Math Lowest 25th Percentile				69			37		
Science Achievement*	52	62	64	38	41	40	41		
Social Studies Achievement*	34	69	66	56	56	48	45		
Middle School Acceleration					56	44			
Graduation Rate	91	89	89	94	56	61	96		
College and Career Acceleration	67	70	65	84	67	67	71		
ELP Progress	61	49	45	58			48		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	45			
AMI				
ASN				
BLK	54			
HSP	47			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	52			
AMI				
ASN				
BLK	55			
HSP	54			
MUL				
PAC				
WHT				
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			28			52	34		91	67	61
SWD	30			26			35	27		13	6	
ELL	29			24			39	15		87	7	61
AMI												
ASN												
BLK	39			28			53	34		67	7	63
HSP	31			23			33	27		59	7	62
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	36			26			49	31		67	7	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	42	41	30	59	69	38	56		94	84	58
SWD	31	42	34	34	59	57	39	46		93	55	
ELL	10	42	37	20	62	65	38	56		97	87	58
AMI												
ASN												
BLK	28	42	40	30	59	68	39	55		94	84	64
HSP	30	48	44	38	65	75	31	52		89	75	45
MUL												
PAC												
WHT												
FRL	27	43	40	29	59	70	38	56		94	84	56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	36	30	16	25	37	41	45		96	71	48
SWD	37	44	40	37	38	50	20	46		97	63	
ELL	23	41	39	16	38	43	41	31		97	71	48
AMI												
ASN												
BLK	29	36	30	15	24	34	42	45		96	71	39
HSP	27	39	33	20	32	57	28	44		89	88	64
MUL	70											
PAC												
WHT												
FRL	30	37	32	17	25	34	40	45		96	70	49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	39%	54%	-15%	50%	-11%
09	2023 - Spring	35%	51%	-16%	48%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	56%	-27%	50%	-21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	52%	-24%	48%	-20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	65%	-16%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	66%	-34%	63%	-31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

An analysis of our school-wide data indicates a 24 percentage point decrease in US History test scores from 2021-2022 to 2022-2023. Contributing factors that led to the decline in data were the additional time needed for the two newly hired instructors to master the content and support students' academic needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most significant decline in data from the prior school year was in US History. The data decreased from 56 percentage points in 2021-2022 to 32 percentage points in the 2022-2023 school year. Contributing factors that led to the decline in data were the additional time needed for the two newly hired instructors to master the content and support students' academic needs..

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The department that had the greatest gap when compared to the state average is US History. There was a 30 percent gap between the State of Florida at 62 percent and Miami Norland US History at 32 percent. Overall proficiency in all subgroups decreased state-wide by three percent.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Biology. In 2021-2022, 34 percent of our students scored proficient. However, in 2022-2023, 49 percent of our students scored proficient, showing a fifteen percentage point increase. An emphasis on ongoing classroom feedback, strategic coaching support, and interventions aided in the increase in data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The incoming senior class had the most significant attendance issues, with 215 out of 423 students (51%) with more than 18 days absent, the most course failure in ELA with 68 students (16%), most course failure in Math with 156 students (37%), and largest cohort with substantial reading deficiencies with 202 students (48%).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is improving teacher capacity by providing professional development opportunities. In particular, a focus on US History, where teachers receive additional support to increase their pedagogical skills. Moreover, US History and 11th-grade ELA teachers will collaborate in cross-curricular planning to ensure students get additional exposure to US History content through ELA.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After a thorough data analysis of the 2-year trends in mathematics, reading, science, and U.S. History, Benchmark-aligned instruction was identified as an instructional practice of focus. Benchmark-aligned instruction will ensure better accountability and guide the planning, implementation, and assessment of student learning. According to the 2022-2023 F.A.S.T./EOC, we saw an increase in student proficiency in two of the four core areas. In 2021-2022, the F.A.S.T. E.L.A. proficiency score was 28%; in the 2022-2023 F.A.S.T. E.L.A., the proficiency score was 37%, a nine-percentage point increase. The 2021-2022 Science E.O.C. proficiency score was 34%, and in 2022-2023 the Science score was 49%, a 15-percentage point increase. However, on the 2021-2022 Math E.O.C. proficiency score was 27% and on the 2022-2023 Math E.O.C. assessments the proficiency score was 28%, a 1-percentage point increase. Additionally, in 2021-2022, the Social Studies E.O.C. proficiency score was 53%; in 2022-2023, the proficiency score was 32%, a 21 percentage points decrease. Contributing factors that led to the decline and/or stagnant data in Social Studies and Math were the additional time needed to remediate standards and the need for the two newly hired instructors in social studies to master the standards in U.S. History.

Measurable Outcome:

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

Implementation of our targeted element will ensure a 10% increase in the number of students demonstrating proficiency in E.L.A and US History from the 2022-2023 state assessments to the 2023-2024 state assessments. Additionally, implementation of our targeted element will ensure a 7% increase in the number of students demonstrating proficiency in Math from the 2022-2023 state assessments to the 2023-2024 state assessments. And implementation of our targeted element will ensure a 4% increase in the number of students demonstrating proficiency in Science from the 2022-2023 state assessments to the 2023-2024 state assessments. The expected target date is June 2024.

Monitoring:

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

To monitor the successful implementation of Benchmark-aligned instruction, the administrative team will conduct classroom walk-throughs to ensure lesson plans are benchmark-aligned, implemented with fidelity, and student work samples demonstrate content mastery and meet the demands of the benchmark. Findings from classroom observations will drive teacher feedback, instructional support, professional development, interventions, and enrichment activities.

Person responsible for monitoring outcome:

Rhonda Gaines-Miller (pr7381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based intervention used for this area of focus will be "Collaborative Evaluation of Student Work."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative Evaluation of Student Work refers to the calibration process which makes scoring student work more consistent among a group of educators and more aligned to the standards upon which rubrics and scoring criteria are based. The success of such a process is dependent on a culture in which all educators are collaborative and focused on reflective practice to improve student learning. This process is

particularly relevant for grade-level or content-alike teams of teachers using common assessments as evidence for Student Learning Objectives.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development to teachers on B.E.S.T benchmarks instructional practices that include the strategy of Collaborative Evaluation of Student Work. As a result, teachers will develop systems to create lessons more aligned with the standards upon which rubrics and scoring criteria are based.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

Facilitate weekly collaborative planning meetings to allow teachers to develop lesson plans that utilize identified resources to create standards-aligned content and collaborate and evaluate student end products to ensure alignment with the standards, content mastery, and interventions.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

U.S. History and E.L.A. teachers will participate in monthly Cross-Curricular planning sessions in which they work collaboratively to evaluate student work, determine the focus of remediation and enrichment, and identify engagement strategies.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

The administrative team will conduct classroom walk-throughs to ensure lesson plans are benchmark-aligned, implemented with fidelity, and student work samples meet the demands of the standards and demonstrate content mastery. Findings from classroom observations will drive teacher feedback, instructional support, professional development and interventions, and enrichment.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023-2024, School EWI Counts by Grade Level, 113 9-12 grade students failed ELA, while 63 9-12 grade students failed math. This suggests that approximately 11% of the students have poor academic performance in core classes, a factor of educational disengagement. Regarding attendance, 30% of our students had attendance below 90%. According to the 2022-2023 School Climate Survey in the Quality of Education and Preparedness category, 39% of students disagreed or strongly disagreed that what they learn in class helps them outside of school. This is a 1% increase from 2022-2023 from 38% to 39% which is question 29. 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 30% in 2022-2023 to 20% in 2023-2024.

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.

Person responsible for monitoring outcome:

Rhonda Gaines-Miller (pr7381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based intervention used for this area of focus will be "Activate Prior Knowledge."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Activating Prior Knowledge is a process that helps students make connections between new information and information they already know. Students who already know something about a topic, perhaps from prior experiences at home or at school, often find it easier to understand related material and to gain new information because they can anticipate what they will encounter in their reading and relate those new ideas to what they already know.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development to teachers on the use of Activating Prior Knowledge evidenced-based strategy for student engagement. As a result, teachers will develop learning activities that include critical thinking and collaboration, thus creating a cognitively stimulating school environment that informs and engages students.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

Instructional coaches and department leads will facilitate weekly collaborative planning meetings where teachers develop lessons that infuse prior knowledge strategies that promote engagement and align with the content and benchmark. By activating prior knowledge, students can draw connections across disciplines and make real-world connections that aid in their comprehension of the newly taught content. The team will evaluate the impact of this strategy through student engagement and content mastery.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

The administrative team will conduct classroom walk-throughs focusing on the impact of the prior knowledge strategy on student engagement and content mastery. Findings from classroom observations will drive teacher feedback, instructional support, and professional development.

Person Responsible: Yolanda Williams (williamsevens@dadeschools.net)

By When: 8/14-9/25

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When analyzing the 2022-2023 school climate survey, question 14 stated, "My teachers are interested in how I do in the future ." The results detail that while 55% of students agree or strongly agree with the statement, more than 45% surveyed this question as neutral, disagree, and strongly disagree. A comparison of students' responses to the same question in 2021-2022 indicates a 3% decrease from 58% agree or strongly agree in 2021-2022 and 55% agree or strongly agree in 2022-2023. The data finding suggests a need to cultivate staff-student connections. To enhance academic growth and to get students closer to the proficiency needed for graduation, a school-wide effort is necessary to increase activities that promote a sense of belonging at school is 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 2023 - 2024 school year, the school will see a 15 percentage-point growth in the number of students who feel my teachers are interested in how I do in the future.

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 walkthroughs, 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based intervention used for this area of focus will be "Staff-Student Connections".

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class or activities during a homeroom/advisory period.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Each department will identify a student monthly to participate in a " Lunch Like a Vike", where students connect with their teachers over lunch. This practice will allow students to interact with adults outside of the context of academic learning and disciplinary actions.

Person Responsible: Antonio Napier (antonio1@dadeschools.net)

By When: 8/14-9/25

The SIP/PLST will present best practices for Building Staff-Student Connections during each faculty meetings. As a result, teachers will build a bank of best practices that can be used to foster positive relationships with students.

Person Responsible: Antonio Napier (antonio1@dadeschools.net)

By When: 8/14-9/25

The SIP/PLST team will train the department leaders on how to jigsaw a research article on effectively building connections with students in 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 on how they will continue to develop and build relationships with their students.

Person Responsible: Antonio Napier (antonio1@dadeschools.net)

By When: 8/14-9/25

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 2022-2023 Staff Climate Survey, 74% of the staff stated that "they frequently feel overloaded and overwhelmed at the job." The data finding suggests a need to cultivate teacher networks that allow them to share best practices, collaborate on plans, and connect socially. Implementing these networks will decrease teacher burnout and aid in students' academic growth.

Measurable Outcome:

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

The goal for this focus is to decrease the percentage of staff feeling overwhelmed and overworked by 15% during the 2023-2024 school year.

Monitoring:

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

This area of focus will be monitored by staff attendance, and providing additional opportunities for staff to complete health and wellness check-in surveys.

Person responsible for monitoring outcome:

Mesha Campbell-McLemore (mecamp2129@yahoo.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Celebrate Successes is when staff accomplishments are given special recognition, and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps staff to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Highlighting staff success consistently helps to build a positive culture among colleagues and administration. As a result of such celebrations, staff members gain a sense of self-worth, value, and respect for their colleagues and the organization.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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: Mesha Campbell-McLemore (mecamp2129@yahoo.com)

By When: 8/14-9/25

The school will establish a wellness club in which teachers can participate in exercise and stress relief activities before school and after school to promote stress relief and healthy living.

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

By When: 8/14-9/25

The school will implement a sunshine club where teachers participate in activities promoting staff connections outside the school day. As a result, we should see a decline in teacher burnout.

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

By When: 8/14-9/25

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Miami Norland Senior High School believes when we involve all stakeholders in educational decisions and practices, we create an environment where students can thrive academically and socially. Protocols to ensure stakeholders' involvement are the implementation of Bi-Monthly EESAC and Title I meetings, in which the school's goals, data, and plans for improvement are reviewed. A copy of the School Improvement Plan will be posted on the school's website, and alerts will be posted on social media outlets when updates are made during each phase of the SIP. The SIP will also be shared with faculty and staff during faculty meetings and reviewed periodically during departmental meetings. Additionally, school messengers will be sent out to inform stakeholders of upcoming events and initiatives.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Miami Norland Senior High School is committed to building positive relationships with parents, families, and other stakeholders. As a result, the school will implement a comprehensive 3-step plan that includes community partnerships, parental collaboration, and student voice. Miami Norland will connect with community partners to connect student learning to real-world experiences that consistently involve and inform parents of student progress through semester parent nights, Title I and EESAC meetings, school messengers, and social media outlets. Additionally, student voices will be incorporated through implementing mentor groups, the Viking counsel, and Chat and Chew with the administration.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Miami Norland Senior High School plans to strengthen the academic program in the school by providing consistent feedback on educational practices, providing professional development opportunities on best practices, identifying observational classrooms, and implementing lesson studies to reflect and refine educational practices. Additionally, teacher and student data chats will be conducted. Data findings will determine the targeted focus of enrichment and accelerated curriculum. Moreover, students who score proficient on FAST/EOC will be encouraged to enroll in dual enrollment, AP, and honor courses.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The developed plan coordinates with Federal, State, and Local services that assist students with violence prevention, nutrition, housing, adult education, and technical education. Miami Norland Senior High School has partnered with American Senior High Adult Education to provide students with opportunities for course recovery. Additionally, funding provides students with extended learning opportunities through before, after, and Saturday school tutoring. Families needing housing and additional resources are referred to Project UP-Star, the Education Program for students and/or Youth Living In Unstable Housing. Our Community Liaison also conducts home visits to promote student attendance and seminars to inform families of the available resources.