

Miami Norland Senior High School



2014-15 School Improvement Plan

Miami Norland Senior High School

1050 NW 195TH ST, Miami, FL 33169

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

A

C

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 endeavor to be the exemplar for academic, social, and cultural values for the greater Miami Norland community. We strive to facilitate the embrace of ever 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 of our 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 and welfare.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Miami Norland, we learn about our student's culture and build relationships through various avenues. We ensure all teachers and students are exposed to the diverse population of students through professional development, assemblies, and allow all stakeholders to participate in team building activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our students create an environment where students feel safe and respected before, during, and after school. We attain this goal by ensuring our students understand they are apart of our learning community and providing tutoring before and after school. In addition, we create an environment that encourages students to have a voice about learning and euthamism about matriculating to post secondary education.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our schoolwide behavioral system entails our Positive Behavior Support Team (PBS). Our PBS team created the behavioral plan that focuses on encouraging our students to continue building their academic skills and becoming more efficient in their classes. Teachers and students are aware of this plan and through this plan we award students best on their abilities to continue academic and behavioral success.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We are able to ensure our students are being provided social-emotional needs of every student through out Student Services department. Our team of individuals are committed and passionate in ensuring that are students social-emotional needs are met by providing individual counseling and other pupil services. More importantly, our students are provided mentoring services by City Year core members.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who miss 10% or more of available instructional time.
Students in 9th grade with one or more absences within the first 20 days.
Students in ninth grade who fail two or more courses in any subject.
Students with grade point average less than 2.0.
Students who fail to progress on-time to tenth grade.
Students who receive two or more behavioral referrals.
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	50	24	1	5	80
One or more suspensions	57	44	10	18	129
Course failure in ELA or Math	20	55	7	3	85
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	57	44	10	18	129

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Miami Norland Senior provides several avenues to improve the academic performance of students who are identified by the early warning system. Academic and behavioral support systems are provided that focus on analyzing literature on scientifically based behavior assessment and intervention approaches. This curriculum identifies systematic patterns of student needs, evidence-based intervention strategies, and assist in the design and implementation for progress monitoring, data collection, and data analysis.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Refer for the website below to view the Parent Involvement Plan.

<https://www.fldoe.org/flbpso/pi/pdf/county/dade.pdf>

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We build and sustain partnerships with the local community in several ways. As a team, we take pride in building and sustaining partnerships with the local community by conducting comprehensive needs assessments to ensure the unique and diverse needs of our students are met.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lee, Reginald	Principal
Bulnes, Jorge	Assistant Principal
Ladd, David	Assistant Principal
Calixte, Teandra	Assistant Principal
Gilzean, Chanda	Assistant Principal
Knight, Christina	Instructional Coach
Roker, Tamara	Instructional Coach
Yearby, Tannysha	Instructional Coach
Ford, Vernon	Instructional Coach
Lacosse, Rudy	Instructional Coach
Roberts, Ernest	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The RTI Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discussed clear expectations for instruction (Rigor, Relevance, Relationship);

facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The information was provided to the Educational Excellence School Advisory Committee to help develop the SIP.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discussed clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The information was provided to the Educational Excellence School Advisory Committee to help develop the SIP.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

At Miami Norland Senior High services are provided to ensure students requiring additional remediation are

assisted through extended learning opportunities (before-school and/or after-school programs, Saturday

Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development

needs are provided. Support services are provided to students. Instructional Coaches develop, lead, and

evaluate school core content standards/ programs; identify and analyze existing literature on scientifically

based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of

student needs while working with district personnel to identify appropriate, evidence-based intervention

strategies; assist with whole school screening programs that provide early intervening services for children to

be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and

data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Reginald Lee	Principal
Errol Cooper	Business/Community
Cleveland Roberts	Teacher
Jeni Parker	Business/Community
Jaboria Holden	Education Support Employee
Doneal Ford	Parent
Ernest Roberts	Teacher
Vernon Ford	Teacher
Carolyn Marigolin	Business/Community
Marquita Smith	Business/Community
Rene Oconnor	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year, our school improvement plan was created, implemented, and evaluated with our leadership team and the Educational Excellence of School Advisory Council. Every month, our teams would meet, discuss, and plan based on data provided by assessments. During implementation of the plan, the leadership team monitors the fidelity and effectiveness of the plan. After findings, the leadership team shares their findings with the EESAC members and the information is specified in the school improvement plan.

Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The EESAC must give the final approval of the School Improvement Plan, the MidYear Review, and the End-of-Year Review. In addition, the EESAC should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Preparation of the school's annual budget and plan

With support from the Educational Excellence School Advisory Council (EESAC), we are able to create and implement our yearly budget. Specifically, the leadership team and the EESAC members review and determine the needs of the students, based on data, and finalize the plan before any decisions are made.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds will be used to support literacy initiatives across the curriculum, such as Stop-Drop-Read. Also, these funds will support our school wide initiatives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lee, Reginald	Principal
Bulnes, Jorge	Assistant Principal
Ladd, David	Assistant Principal
Calixte, Teandra	Assistant Principal
Gilzean, Chanda	Assistant Principal
Knight, Christina	Instructional Coach
Roker, Tamara	Instructional Coach
Ford, Vernon	Instructional Coach
Koonce, Dina	Other
Pinder, Vanette	Other
Roberts, Ernest	Administrative Support
Lacosse, Rudy	Instructional Coach
Yearby, Tannysha	Instructional Coach
Galloway, Josephine	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on two major initiatives for the 2014-215 school year:

- Continue to facilitate the Word of the Week Initiative and add to the school-wide activities/incentives
- Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
- Facilitate professional development on school-wide reading strategies and fidelity to strategies across the curriculum.
- Incorporating reading interventions into literacy classes (Reading, Language Arts, Writing and Freshman Experience)
- Incorporating literacy activities across the curriculum and promote literacy with parents and community stakeholders.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We take pride in ensuring all stakeholders are involved in a positive working relationship between the teachers, including planning and instruction. We consistently make efforts by providing time in the master schedule for common planning that focuses on instruction. During this time, every department has a specific period that they meet with their colleagues to create lesson plans that are based on data and the various needs of the students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Miami Norland participates in several avenues to ensure highly qualified individuals are hired. The administration participates in job fairs, internship opportunities, and district offered recruitment programs. The Principal is responsible for teacher recruitment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Miami Norland implements the Mentoring and Induction for New Teachers (MINT) Program.

Mentor/Mentee/Rationale/Planned Mentoring Activities:

Steve Wise/Alexandra Corwin/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Marcella Broomfield/Stephanie Pierre/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Marcella Broomfield/Elicien Similien/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Tamara Roker/Sally Platt/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Tannysha Yearby/Jaime Wittenberg/Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and Shared Practices

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We ensure Miami Norland's core instructional programs and materials are aligned to the Florida Standards in several ways. First, teachers are required to utilize pacing guides and an instructional focus calendar that are aligned to the Florida Standards. Also, teachers are required provide lesson plans that are aligned to the Language Arts Standards. More importantly, teachers implement differentiated instruction to drive their daily instruction to assist with alignment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

After students are assessed based on district made assessments, teachers are trained on how to read and utilize the data. Once students are fully competent on understanding the data, the teachers use the data to provide differentiated instruction to meet the diverse needs of the students. Furthermore, once students are taught utilizing data, every two weeks, teachers administer a mini assessment to further progress monitor the results of the students. If the data shows that the students are not making adequate progress, the teachers reteach the deficient standard.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

Secondary School Reform is funded by the Miami Dade County Public Schools, which offers schools the opportunity to have an eighth period day. This program offers additional courses for students to complete course recovery needed for graduation.

Strategy Rationale

This strategy allows the school to provide supplemental instruction for students who need course recovery that may be needed for graduation.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Calixte, Teandra, tecalixte@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be based on the new Language Arts Florida Standards. This data is collected utilizing the district's Thinkgate software. The data is analyzed through professional development, common planning, and teacher collaboration. The effectiveness of this strategy is determined by administrative walk throughs, data com, data chats, and administrative observations.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Miami Norland offers four Career Academies: Academy of Sports Marketing and Hotel Management, Academy of Informational Technology, Academy of Biotechnology & Forensic Science and The Academy of Instrumental Musicians. Teachers are assigned to an academy and performance based projects are assigned within an academy to ensure the student base knowledge for career direction is acquired. This laser-like focus allows students to prepare for post secondary institutions, vocational courses, armed forces, and/or the world of work.

The College Board AP Potential Report is used to help target students for Honors and Advanced Placement courses, which provides students a more rigorous course work to prepare them for postsecondary institutions. Norland has efforts in place to increase the number of advanced courses offered to students across the curriculum. These efforts include Dual Enrollment courses to all eleventh and twelfth grade students in the areas of Business, English, Mathematics and Sports and Management.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Miami Norland Senior High incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by affording students the opportunity to connect the academics to real world settings.

Students have an array of elective courses to choose from in the fields of fine and performing arts, business, construction, et al. Teachers individually market these programs prior to Subject Selection using BTV, flyers, and announcements.

All students participate in a Curriculum Overview held by the Student Services Division in February. They receive flowcharts for their respective academies, review requirements for graduation, and have the opportunity for a question and answer session. After completing the subject selection form, each student meets individually with their counselor to ensure that their Course History and accrued credits are on track towards graduation.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Supporting Secondary School Reform, the Articulation Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievements, personal/social development, career, and community awareness, and health and wellness which support student success.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We provide ample opportunities to improve student readiness for the post-secondary level. Specifically, all of our students courses that assist them with graduating from high school and matriculating to college. In addition, our students are able to attend Night School sessions that will assist them with increasing their grade point average and credits. Also, we provide our students with several options to obtain community service hours.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. 1a

G036584

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	49.0
AMO Math - All Students	45.0
Bio I EOC Pass	51.0

Resources Available to Support the Goal 2

- Unpacking the Standard Protocol through the Common Planning
- Pacing Guides
- Item Specification Planning Cards
- Instructors
- Instructional Coaches
- ETO Support Staff
- Instructional frameworks and in-house ETO Professional Development
- Professional learning communities, Viking Revolution Academy
- Common Planning
- Science Coach
- Pacing Guides
- Test Item Specifications
- CPO Program
- Lesson Plan Template
- District Professional Development
- Research 3 ETO Curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards.
- There is a need to effectively utilize and re-purpose classroom resources to modify learning outcomes and increase rigor.
- Deficiency in identifying the focal point of the lesson and developing and delivering effective lessons that are aligned to the course goals and expectations.

Plan to Monitor Progress Toward G1. 8

Follow the FCIM using FCAT 2.0 data and interim assessments

Person Responsible

David Ladd

Schedule

Quarterly, from 10/1/2014 to 6/30/2015

Evidence of Completion

District and Summative Assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Increase student achievement by improving core instruction in all content areas. **1**

 **G036584**

G1.B1 Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards. **2**

 **B127566**

G1.B1.S1 Effective planning and instructional delivery with the Language Arts Florida Standards for all learners. (ELL and SPED.) **4**

 **S139694**

Strategy Rationale

Effective planning will ensure a quality of instructional delivery of the Language Arts Florida Standards will ensure students mastery of the standards.

Action Step 1 **5**

Utilize the ETO Curriculum Support Specialists to provide support to the coaches to facilitate common planning and to develop a greater understanding of the backward planning process to tie the culminating end product to the unpacking process.

Person Responsible

Teandra Calixte

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student Folders, Classroom Walkthrough Logs

Action Step 2 5

Utilize the gradual release method during common planning time to train all literacy teachers to unpack the standards, develop rigorous end products and comprehensive lesson plans.

Person Responsible

Chanda Gilzean

Schedule

On 10/31/2014

Evidence of Completion

Lesson Plans, Common Planning Agendas, Student Work Folders, Instructional Walkthrough documents.

Action Step 3 5

Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), before-during-after instructional activities (for both whole group and small group sessions), Home-Learning, and daily/weekly end products as the framework for bell to bell instruction.

Person Responsible

Teandra Calixte

Schedule

Weekly, from 9/17/2014 to 6/12/2015

Evidence of Completion

Action Step 4 5

Develop a procedure showing evidence of the progression from the daily products to the to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work .

Person Responsible

Chanda Gilzean

Schedule

Biweekly, from 9/17/2014 to 10/31/2014

Evidence of Completion

Instructional Walk-throughs, student work folders, lesson plans.

Action Step 5 5

Consistently monitor to ensure fidelity and quality in standard based instruction.

Person Responsible

Teandra Calixte

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Evidence of Completion

Instructional Walkthroughs documents and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Daily Walk-throughs and Coaching Logs

Person Responsible

Teandra Calixte

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Evidence of Completion

Lesson Plans, Student Folders, Classroom Walkthrough Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthrough

Person Responsible

Chanda Gilzean


Schedule

Daily, from 9/17/2014 to 6/30/2015


Evidence of Completion

Student Folders and Classroom Walkthrough Logs

G1.B2 There is a need to effectively utilize and re-purpose classroom resources to modify learning outcomes and increase rigor. **2**

 B127625

G1.B2.S1 Implement and utilize data driven instruction focusing on Item Specificaitons. **4**

 S139762

Strategy Rationale

To ensure students are exposed to the item specifications and will be able to attain the Florida Language Standards.

Action Step 1 **5**

Unwrap the standards through common planning to engage students in meaningful conversations tht establish daily doable objectives and student outcomes. Teachers will answer, "What are the students learning?", "How will they be assessed?", "What will we do if they do not understand?" and "How does it connect?"

Person Responsible

Vernon Ford

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Evidence of Completion

Common Planning Logs and Common Planning End Products

Action Step 2 **5**

Create lesson plans that explicity state roles and responsibilities of the teachers, students, and interventionists with suggessted times for each activity.

Person Responsible

Vernon Ford

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Evidence of Completion

Common Planning Logs, Common planning Products, and Student Work Folders

Action Step 3 5

Develop daily formative and summative assessments that will allow teachers to evaluate students understanding of the standards.

Person Responsible

Vernon Ford

Schedule

On 11/26/2014

Evidence of Completion

Common Planning Logs and Products, Student Work Folders

Action Step 4 5

Review student work during common planning to ensure it's aligned to the level of expectations of the standards.

Person Responsible

Vernon Ford

Schedule

Quarterly, from 9/16/2014 to 6/30/2015

Evidence of Completion

Common Planning Logs and Products, Student Work Folders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom Walkthroughs

Person Responsible

Jorge Bulnes

Schedule

Daily, from 9/17/2014 to 6/30/2015

Evidence of Completion

Classroom Walkthrough Documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom Walkthroughs

Person Responsible

Jorge Bulnes


Schedule

Daily, from 9/17/2014 to 6/30/2015

Evidence of Completion

Classroom Documentation

G1.B3 Deficiency in identifying the focal point of the lesson and developing and delivering effective lessons that are aligned to the course goals and expectations. 2

 B127631

G1.B3.S1 Effective Planning 4

 S139765

Strategy Rationale

Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

Action Step 1 5

During common planning, explain the importance of having a very focused objective and planning each activity in that lesson to be in support of reaching that goal.

Person Responsible

Rudy Lacosse

Schedule

Weekly, from 9/17/2014 to 9/22/2014

Evidence of Completion

Common Planning Agenda

Action Step 2 5

Use of the CPO curriculum by the Physical Science teachers and create lessons to implement the curriculum with fidelity. Research 3 teachers will use ETO Research 3 curriculum in Google docs to prepare each lesson for their class.

Person Responsible

Rudy Lacosse

Schedule

Weekly, from 9/16/2014 to 6/30/2015

Evidence of Completion

Common Planning Agenda and Lesson Plans

Action Step 3 5

Implement the lessons with fidelity to the program and science coach will provide support to those teachers in need of further assistance.

Person Responsible

Rudy Lacosse

Schedule

On 6/30/2015

Evidence of Completion

Lesson Plans and Walkthrough

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom Walkthroughs

Person Responsible

David Ladd

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Evidence of Completion

Walkthrough Documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom Walkthroughs

Person Responsible

David Ladd

Schedule

Daily, from 9/17/2014 to 6/30/2015

Evidence of Completion

Walkthrough Documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilize the ETO Curriculum Support Specialists to provide support to the coaches to facilitate common planning and to develop a greater understanding of the backward planning process to tie the culminating end product to the unpacking process.	Calixte, Teandra	10/6/2014	Lesson Plans, Student Folders, Classroom Walkthrough Logs	6/5/2015 daily
G1.B2.S1.A1	Unwrap the standards through common planning to engage students in meaningful conversations that establish daily doable objectives and student outcomes. Teachers will answer, "What are the students learning?", "How will they be assessed?", "What will we do if they do not understand?" and "How does it connect?"	Ford, Vernon	9/17/2014	Common Planning Logs and Common Planning End Products	6/30/2015 weekly
G1.B3.S1.A1	During common planning, explain the importance of having a very focused objective and planning each activity in that lesson to be in support of reaching that goal.	Lacosse, Rudy	9/17/2014	Common Planning Agenda	9/22/2014 weekly
G1.B1.S1.A2	Utilize the gradual release method during common planning time to train all literacy teachers to unpack the standards, develop rigorous end products and comprehensive lesson plans.	Gilzean, Chanda	9/17/2014	Lesson Plans, Common Planning Agendas, Student Work Folders, Instructional Walkthrough documents.	10/31/2014 one-time
G1.B2.S1.A2	Create lesson plans that explicitly state roles and responsibilities of the teachers, students, and interventionists with suggested times for each activity.	Ford, Vernon	9/17/2014	Common Planning Logs, Common planning Products, and Student Work Folders	6/30/2015 weekly
G1.B3.S1.A2	Use of the CPO curriculum by the Physical Science teachers and create lessons to implement the curriculum with fidelity. Research 3 teachers will use ETO Research 3 curriculum in Google docs to prepare each lesson for their class.	Lacosse, Rudy	9/16/2014	Common Planning Agenda and Lesson Plans	6/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), before-during-after instructional activities (for both whole group and small group sessions), Home-Learning, and daily/weekly end products as the framework for bell to bell instruction.	Calixte, Teandra	9/17/2014		6/12/2015 weekly
G1.B2.S1.A3	Develop daily formative and summative assessments that will allow teachers to evaluate students understanding of the standards.	Ford, Vernon	9/17/2014	Common Planning Logs and Products, Student Work Folders	11/26/2014 one-time
G1.B3.S1.A3	Implement the lessons with fidelity to the program and science coach will provide support to those teachers in need of further assistance.	Lacosse, Rudy	9/17/2014	Lesson Plans and Walkthrough	6/30/2015 one-time
G1.B1.S1.A4	Develop a procedure showing evidence of the progression from the daily products to the to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work .	Gilzean, Chanda	9/17/2014	Instructional Walk-throughs, student work folders, lesson plans.	10/31/2014 biweekly
G1.B2.S1.A4	Review student work during common planning to ensure it's aligned to the level of expectations of the standards.	Ford, Vernon	9/16/2014	Common Planning Logs and Products, Student Work Folders	6/30/2015 quarterly
G1.B1.S1.A5	Consistently monitor to ensure fidelity and quality in standard based instruction.	Calixte, Teandra	9/17/2014	Instructional Walkthroughs documents and Lesson Plans	6/30/2015 weekly
G1.MA1	Follow the FCIM using FCAT 2.0 data and interim assessments	Ladd, David	10/1/2014	District and Summative Assessments	6/30/2015 quarterly
G1.B1.S1.MA1	Classroom walkthrough	Gilzean, Chanda	9/17/2014	Student Folders and Classroom Walkthrough Logs	6/30/2015 daily
G1.B1.S1.MA1	Daily Walk-throughs and Coaching Logs	Calixte, Teandra	9/17/2014	Lesson Plans, Student Folders, Classroom Walkthrough Logs	6/30/2015 weekly
G1.B2.S1.MA1	Classroom Walkthroughs	Bulnes, Jorge	9/17/2014	Classroom Documentation	6/30/2015 daily
G1.B2.S1.MA1	Classroom Walkthroughs	Bulnes, Jorge	9/17/2014	Classroom Walkthrough Documentation	6/30/2015 daily
G1.B3.S1.MA1	Classroom Walkthroughs	Ladd, David	9/17/2014	Walkthrough Documentation	6/30/2015 daily
G1.B3.S1.MA1	Classroom Walkthroughs	Ladd, David	9/17/2014	Walkthrough Documentation	6/30/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards.

G1.B1.S1 Effective planning and instructional delivery with the Language Arts Florida Standards for all learners. (ELL and SPED.)

PD Opportunity 1

Utilize the ETO Curriculum Support Specialists to provide support to the coaches to facilitate common planning and to develop a greater understanding of the backward planning process to tie the culminating end product to the unpacking process.

Facilitator

ETO Support Staff

Participants

Literacy Teachers

Schedule

Daily, from 10/6/2014 to 6/5/2015

PD Opportunity 2

Utilize the gradual release method during common planning time to train all literacy teachers to unpack the standards, develop rigorous end products and comprehensive lesson plans.

Facilitator

Instructional Coaches

Participants

Literacy Teachers

Schedule

On 10/31/2014

PD Opportunity 3

Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), before-during-after instructional activities (for both whole group and small group sessions), Home-Learning, and daily/weekly end products as the framework for bell to bell instruction.

Facilitator

Instructional Coaches

Participants

Literacy Teachers

Schedule

Weekly, from 9/17/2014 to 6/12/2015

PD Opportunity 4

Develop a procedure showing evidence of the progression from the daily products to the to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work .

Facilitator

Instructional Coaches

Participants

Literacy Teachers

Schedule

Biweekly, from 9/17/2014 to 10/31/2014

PD Opportunity 5

Consistently monitor to ensure fidelity and quality in standard based instruction.

Facilitator

Administration

Participants

Literacy Teachers

Schedule

Weekly, from 9/17/2014 to 6/30/2015

G1.B2 There is a need to effectively utilize and re-purpose classroom resources to modify learning outcomes and increase rigor.

G1.B2.S1 Implement and utilize data driven instruction focusing on Item Specifications.

PD Opportunity 1

Unwrap the standards through common planning to engage students in meaningful conversations that establish daily doable objectives and student outcomes. Teachers will answer, "What are the students learning?", "How will they be assessed?", "What will we do if they do not understand?" and "How does it connect?"

Facilitator

Math Coaches

Participants

Math Teachers

Schedule

Weekly, from 9/17/2014 to 6/30/2015

PD Opportunity 2

Create lesson plans that explicitly state roles and responsibilities of the teachers, students, and interventionists with suggested times for each activity.

Facilitator

Math Coaches

Participants

Math Teachers

Schedule

Weekly, from 9/17/2014 to 6/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0