

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI NORLAND SENIOR HIGH SCHOOL

District Name: Dade

Principal: Mr. Luis Solano

SAC Chair: Mr. Errol Cooper

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 11/9/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Luis B. Solano	Degrees Ed. S. Educational Leadership, MBA Business Administration, MS Special Education BS Special Education Certification(s) Business Education Ed. Leadership Specific Learning Disabilities Teacher Cooperative Education ESOL Endorsement Reading Endorsement (In Progress)	3	4	'12 '11 '10 '09 '08 '07 School Grades - Pending C D D F F AYP - (-) N N N N High Standards Reading - 26 17 17 24 20 20 High Standards Math - 48 46 47 56 45 43 High Standards Writing - 81 76 79 Learning Gains (Reading) - 56 35 38 21 39 41 Learning Gains (Math) - 74 63 72 73 62 63 Gains (Reading) - 65 44 43 54 47 53 Gains (Math) - 85 65 72 77 66 66

Assis Principal	Jorge Bulnes	Degrees Bachelors of Science Degree in Mathematics Education, Masters of Science Degree in Mathematics Certification(s) Educational Leadership Gifted Endorsement Mathematics 5-9 Mathematics 6- 12	1	4	'12'11 '10 '09 '08 '07 School Grades C D D F F AYP Y N N N N High Standards Reading - 17 17 20 16 14 High Standards Math - 46 47 50 42 39 Learning Gains (Reading) - 35 38 19 37 36 Learning Gains (Math) - 63 72 73 67 67 Gains (Reading) - 44 72 51 44 49 Gains (Math) - 65 72 75 72 71
Assis Principal	Teandra Calixte	Degrees Bachelors of Arts in Theatre Performance, Masters of Science in Reading Certification(s) English 5-9, English 6-12, Reading, & Educational Leadership	1	1	'12'11 '10 '09 '08 '07 School Grades A A A A A AYP Y Y N Y High Standards Reading - 73 49 88 88 88 High Standards Math - 68 78 88 87 81 Learning Gains (Reading) - 64 55 78 71 69 Learning Gains (Math) - 65 78 73 74 62 Gains (Reading) - 73 53 49 62 62 Gains (Math) - 65 68 71 66 71
Assis Principal	Minika Jenkins	Degrees Bachelors of Science in English Education, Masters of Science in Educational Leadership Certification(s) ESOL, English 6- 12, and Educational Leadership	1	1	'12 '11 '10 '09 '08 '07 School Grades C D D F F AYP Y N N N N High Standards Reading - 19 18 16 16 13 High Standards Math - 51 58 54 43 39 Learning Gains (Reading) - 41 37 12 38 36 Learning Gains (Math) - 60 72 74 69 63 Gains (Reading) - 55 76 52 48 54 Gains (Math) - 69 76 81 74 65
Assis Principal	David Ladd	Degrees Bachelors of Science in Music Education, Masters of Science in Educational Leadership Certification(s) Music (K-12) and Educational Leadership	1	5	'12 '11 '10 '09 '08 '07 School Grades C D D F F AYP Y N N N N High Standards Reading - 19 18 16 16 13 High Standards Math - 51 58 54 43 39 Learning Gains (Reading) - 41 37 12 38 36 Learning Gains (Math) - 60 72 74 69 63 Gains (Reading) - 55 76 52 48 54 Gains (Math) - 69 76 81 74 65

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Linda Garcia	Bachelors of Science in ESE K-12, Masters of Science in ESE K-12 Certification(s) English 6-12 ESE K-12 Reading Endorsement in progress	3	1	'12 '11 '10 '09 '08 '07 School Grades A D F AYP (-) Y N N High Standards Reading - 14 16 16 High Standards Math - 55 55 46 Learning Gains (Reading) - 34 38 41 Learning Gains (Math) - 65 77 72 Gains (Reading) - 46 45 58 Gains (Math) - 71 82 69
Reading	Kai Walker	Bachelors of Science in Linguistics, Masters of Science in ESOL, Masters of Teaching and	2	2	'12 '11 '10 '09 '08 '07 School Grades C D AYP (-) N N N High Standards Reading - 26 21 High Standards

		Learning in Reading Certification(s) ESOL K-12 Reading Endorsement			Math - 53 55 Learning Gains (Reading)- 42 38 Learning Gains (Math) - 71 70 Gains (Reading) - 54 41 Gains (Math) - 74 71
Reading	Christine Scheets	Bachelors of Science in English Education Certification(s) Elementary English K-6 English 6-12	4	1	'12 '11 '10 '09 '08 '07 School Grades D D C D D AYP (-) Y N N N Y High Standards Reading - 16 16 17 13 38 High Standards Math - 47 56 51 38 30 Learning Gains (Reading)- 34 40 39 38 51 Learning Gains (Math) - 59 74 77 72 56 Gains (Reading) - 48 49 54 55 66 Gains (Math) - 58 74 80 78 63
Mathematics	Josephine Galloway	Bachelors in Business Management Masters in Mathematics Education Specialist in Educational Leadership Certification(s): Mathematics 5-9 Educational Leadership	8	7	'12 '11 '10 '09 '08 '07 School Grades C D D F F AYP (-) Y N N N N High Standards Reading - 17 17 20 16 14 High Standards Math - 46 47 50 42 39 Learning Gains (Reading) -35 38 19 37 36 Learning Gains (Math) - 63 72 73 67 67 Gains (Reading) - 44 72 51 44 49 Gains (Math) - 65 72 75 72 71
Mathematics	Tannysha Evans	Bachelors in Secondary Mathematics Education Masters in Accounting Certification(s): Mathematics 6-12	6	1	'12 '11 '10 '09 '08 '07 School Grades C D D F F AYP (-) Y N N N N High Standards Reading - 17 17 20 16 14 High Standards Math - 46 47 50 42 39 Learning Gains (Reading) -35 38 19 37 36 Learning Gains (Math) - 63 72 73 67 67 Gains (Reading) - 44 72 51 44 49 Gains (Math) - 65 72 75 72 71
Science	Steven Wise	Bachelors of Science in Microbiology and Cell Science, Masters of Science in Forensic Chemistry Certification(s) Chemistry 6-12	5	1	'12 '11 '10 '09 '08 '07 School Grades C D D F F AYP (-) Y N N N N High Standards Reading - 17 17 20 16 14 High Standards Math - 46 47 50 42 39 Learning Gains (Reading) - 35 38 19 37 36 Learning Gains (Math) - 63 72 73 67 67 Gains (Reading) - 44 72 51 44 49 Gains (Math) - 65 72 75 72 71

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Participating in Job Fairs	Principal/Assistant Principal	Ongoing	
2	2. Implementation of Professional Learning Communities and lesson studies within their department.	Assistant Principal	June 2013	
3	3. Mentoring and Induction for New Teachers (MINT) Program. Novice teachers will be paired with experienced mentor teachers.	Assistant Principal	June 2013	
4	4. Facilitating Internship Opportunities	Assistant Principal	Ongoing	
5	5. Norland Senior will participate in all district recruitment efforts to hire highly qualified teachers.	Assistant Principals	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teaching Out-of-field - 5 Not Highly Effective - 0	Two teachers are working on taking certification exam One teacher will be paired up with ESE specialist and will work on completing his certification. Two teachers have completed certification requirements, but will look into getting it updated on the district system.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
119	27.7%(33)	26.1%(31)	21.0%(25)	25.2%(30)	38.7%(46)	82.4%(98)	12.6%(15)	0.0%(0)	12.6%(15)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anne Zonneveld	Daniel Applewhite (TFA)	Ms. Zonneveld is a master teacher and one of our curriculum team leaders.	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Natasha Exemar	Regan Baker (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Shiwana Howard-Francis	Isamara Berriors(TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Laquanda Atkins	Bondy Morgan(TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Natasha Exemar	Alison Cohn (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Steven Wise	Mary Donahue	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Steven Wise	Oscar Flores (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Stephanie Crisp	Amy Flynn (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Christine Scheets	Carol Guerreo (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.

Steven Wise	Brian Pascal (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Renne Oconnor	Emma Sell-Goodhand (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Josephine Galloway	Farihah Khan (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Jessnely Jackson	Malcolm Marshall (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Lilibet Sosa	Mariama Runcie(TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Tannaysha Evans	Mohammad Rasool (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Hilda Martin	Morgan Bondy(TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Vernon Ford	Neal Stewart (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Linda Garcia	Remy Mercer-Slomoff (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Nathan Mackay	Summer Hutchins (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.
Kai Walker	Tracy Wilchowski (TFA)	MINT trained	Lesson Planning, IPEGS Goal Setting, Modeling Lessons, and share best practices.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

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. Curriculum 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Miami Norland Senior High provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-

school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Miami Norland Senior High receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Miami Norland Senior High receives title III funds and uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (9-12)
- parent outreach activities (9-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(9-12)
- reading and supplementary instructional materials(9-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (9-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

- Miami Norland Senior High through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2013 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Violence Prevention Programs

Miami Norland Senior High addresses violence and drug prevention services for students through curriculum implemented by the classroom teachers and TRUST Specialist.

Miami Norland Senior High's TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family, violence and other crises.

Miami Norland Senior High offers students the opportunity to participate in an anger management group, and in collaboration with PBS program, discuss strategies, and incentives to promote proactive measures to offset violence.

Miami Norland Senior High participates in the Drug Free Youth In Town (D-FY-IT) Program to provide drug information, develop leadership skills, facilitate club meetings and coordinate special activities for students and parents.

Nutrition Programs

Nutrition Programs

- 1) Miami Norland Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all Miami Norland Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for post secondary opportunities will strengthen the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

Miami Norland offers two courses that provide on Job training through: Career Experience opportunity and Workplace Essentials, which is paired up with executive internships.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund /School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, utilization of classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RTI)

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Principal, Luis Solano: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with

parents regarding school-based RtI plans and activities.

Vice Principal: Assists the principal in data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Assists the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teacher: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers & Program Specialist: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches Reading/Math/Science:

Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need 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.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Chair: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Test Chairperson: Provides information concerning various assessments, testing environments, and data disaggregation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Also, the MTSS Leadership team will ensure the following:

- Focus on addressing individual student needs. The team will do so by utilizing the RtI process.
- Collection of data, analyze it, and apply effective interventions.
- The first level of support is the core instructional and behavioral practices designed for all students in the general curriculum.
- The second level of support is the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students who need further support.
- The third level of support is the intensive intervention which provides additional academic and / or behavioral support to individual students.
- The RtI Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.

Also, the team will:

1. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

2. Hold regular team meetings.
3. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
4. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
5. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS 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.

The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessments
- STAR TEST
- BBA, Interim assessments, ETO Monthlies
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Additionally, the initial training for staff will take place in August of 2011 on one of the designated Teacher Planning Days, and ongoing support will be provided throughout the school year in order to facilitate the RtI process.

Describe the plan to support MTSS.

The administrative team will support MTSS through data driven instruction, interventions, and RtI

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team (LLT) members for the 2012-2013 school year are:

Principal: Luis Solano- Provides a mission, objectives, and strategies which will help meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the Literacy Leadership Team.

Vice Principal: Jorge Bulnes –Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Assistant Principal: Teandra Calixte & Minika Jenkins –Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Reading Coaches: Christine Scheets, Stephanie Crisp, and Kai Walker –Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

Chairpersons: will assist instructional staff in data collection and analysis; facilitate professional development on differentiating instruction, and incorporating literacy activities and strategies within their departments.

Vanette Pinder– Reading Teacher Chairperson

Shiwana Howard-Francis – Language Arts Teacher Chairperson

Anne Zonnevald – Language Arts/Writing Teacher

Steven Wise – Science Department Chairperson

Vernon Ford- Mathematics Chairperson

Josephine Galloway- Mathematics Coach

Elizabeth Charlton- Activities Director

TFA Instructional Dean: Pat Evans - Support and ensure TFA instructional Core receive the support needed to carry out the school wide literacy efforts.

Library Media Specialist: Trevor Colestock- Provides an array of literacy opportunities and resources for teachers to incorporate with students. Provides varieties of text, rich print materials, and information on literacy.

PTA Parent: Support School-wide literacy efforts and communicate to parents and the community

Student: Advise and Support School-wide literacy efforts and communicate to student body.

Additional members will be added after recruiting for the 2012-2013 school year takes place.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The purpose of the Literacy Leadership Team (LLT) is to build the capacity of Literacy knowledge across the curriculum through school-wide literacy activities and to focus on areas of literacy concerns across the school.

The Literacy Leadership Team will meet monthly to engage in the following activities:

- Collaborate and focus on areas of literacy concerns across the school
- Collaborate to guarantee fidelity of implementation of the K-12 Comprehensive Reading Research Program

- Collaborate to establish model classrooms, to create a school-wide focus on literacy, and to participate in professional development and professional learning communities to build teacher capacity and increase student achievement in reading.

What will be the major initiatives of the LLT this year?

The Literacy Leadership Team will focus on two major initiatives for the 2012-2013 school year:

- Implement the affix 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 School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers will attend and participate in professional development sessions that will enhance strategies for implementing reading across the curriculum. The targeted school-wide strategies for the 2012-2013 school year are:

- Reciprocal Teaching
- Question-Answer-Relationships (QAR)
- Making Connections (Text-to-text, Text-to-self, Text-to-world)
- Cloze Reading
- Think –Pair-Write Share
- Frayer Model/Vocabulary Concept Maps

In addition to the professional development sessions and ongoing coaching support, a school-wide independent reading time will be implemented every Friday for fifteen minutes entitled Stop Drop and Read. This initiative will be ongoing throughout the school year. The administrators and Reading Coaches will be responsible for monitoring the implementation of strategies, professional development, teacher and students support in an effort to continue participation in the school-wide reading initiatives.

In addition, the instructional coaches will work with content area teachers throughout the school year via department meetings, common planning sessions, early release days, professional development days and or through lesson study sessions, to strategically implement reading strategies across the curriculum to bolster student achievement on State and District Assessments.

Teachers will be provided with Reading Strategies to implement within their classroom and will be given support by the reading coaches. Reading Coaches will provide PD on how to implement these strategies and how bell ringers can assist in teaching reading, regardless of the subject area. Teachers will be provided a classroom library, which are leveled for a variety of readers at Miami Norland Senior High.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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 participate in extra-curricular activities which include completing community service hours, participating in clubs, and athletics.

All ninth grade students are enrolled in a Freshman Transition course to help prepare them for career development and postsecondary endeavors. Students research career opportunities and the necessary educational requirements needed for graduation.

In addition, Miami Norland has partnered with College Summit to develop a sustainable model for raising college enrollment rates community-wide. A targeted group of entering 12th grade students identified as college ready, will attend the College Summit Program during the summer to be trained as peer leaders. In the fall, these students serve as mentors to 12th grade students through their Language Arts classes. The teachers, CAP advisor and counselors are also trained as part of the program. College Summit also offers students help with testing needed for college entrance throughout the school year.

Miami Norland offers Dual Enrollment courses to all eleventh and twelfth grade students in the areas of Business, English, Mathematics and Sports. Norland offers Advanced placement courses in the areas of English, Science and Social Studies.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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.

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

The schedule at Miami Norland is developed based on the analysis of the 2011-2012 FCAT data. The results are used to determine student academic needs and career based academies.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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.

Surviving My First Year After High School is a tenth, eleventh, and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 16% of students achieved level 3 in reading. We are expecting to increase that number by 7 percentage points to 23% on the 2013 FCAT Reading Test Performance.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (117)	23% (172)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of rigor in Language Arts classes and Reading Classes.	1.1. Provide professional development in higher order thinking skills, i.e. Socratic Seminars and Literature circles to promote critical thinking, reasoning, and student accountability talk. Implement and monitor the effective use of Socratic Seminars and Literature Circles in Reading and Language Arts classes.	1.1. Principal/Assistant Principals and the Language Arts Reading Coach	1.1. The Principal and Assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	1.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies Summative: • 2013 FCAT Reading 2.0
2	1.2. Lack of consistent, explicit instruction in Language Arts and Reading classes.	1.2. Reading Coaches will provide full coaching cycle support for all Language Arts and Reading teachers in effectively using the Gradual Release Model, through the ETO framework. Develop an observational classroom that focuses on explicit instruction. Monitor the effective use of explicit in all Language Arts and Reading classes.	1.2. Principal/Assistant Principals and the Reading Coach	1.2. The Principal and assistant principals will monitor the consistent use of ETO Instructional Frameworks through targeted classroom walkthroughs.	1.2. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies • Instructional Frameworks, by subject area, throughout the school year

					Summative: 2013 FCAT Reading 2.0
3	1.3. Lack of consistent use of data to drive small group instruction in Language Arts classes.	1.3. Coaches will utilize Common Planning sessions to train teachers in disaggregating Interim /FAIR data to target specific student needs. Coaches will support Reading/Language Arts teachers in planning lessons based on current student data. Monitor effective the use of data to drive instruction using FAIR/Interim data.	1.3. Principal/Assistant Principals and the Language Arts Reading Coach	1.3. The Principal and assistant principals will monitor the consistent use of data driven mini-lessons and meaningful review of Home Learning assignments as well as the use of data for targeted small group differentiated instruction. Additionally, the Reading Coaches will provide full coaching cycles for all Language Arts teachers with a focus on the implementation of the data driven mini-lessons.	1.3. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • District Interim Assessment Data by teacher • Teacher Data Binders with evidence of disaggregation of data • Binder with Mini-Lessons/Home Learning Assignments • Student Work Samples/Student Folders Summative: • 2013 FCAT Reading 2.0
4	Instruction is not aligned to the district's pacing guide and the instructional focus calendars.	Design and implement an Instructional Focus Calendar (IFC) that infuses a secondary benchmark to support the data derived from district assessments and the Florida Assessment for Instruction in Reading (FAIR) that is aligned with the district's pacing guide and simultaneously links Home Learning for extended practice and in-class whole group instruction for the first 20 minutes on ongoing weak benchmarks throughout the school year in Language Arts classes, which includes Hampton-Brown Edge.	Principal/Assistant Principals, Reading Coaches, & Reading/Language Arts Department Chairperson	Administrators will monitor the implementation of the IFC through classroom observations. Reading Coaches will collaborate with teachers to assist with analyzing data to devise IFCs that will include "best practices," enrichment activities, and Home Learning activities	* Administrator Classroom-Walkthrough/Observation Logs *Reading Coach Logs *Instructional Focus Calendars (Hard Copy) *Teacher Lesson Plans *Student work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results from the 2011-2012 FCAT Reading Test indicates that 25 % of students achieved levels 4, 5, 6 proficiency. Our goal this year is to increase levels 4 and 5 student proficiency by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (6)	30% (7)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students require a scaffolded approach towards assignments.	Provide PD for teachers on scaffolding and explicit instruction.	SPED Program Specialist	Gauge student progress towards goals on IEPs.	Student work, Walkthroughs. 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 8% of students achieved levels 4 and 5 in reading. We are expecting to increase that number by 3 percentage points to 11 % on the 2013 FCAT Reading Test Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8 % (60)	11% (82)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of rigor in Honors and Honors/Gifted Language Arts classes.	2.1. Provide professional development in higher order thinking skills, i.e. Socratic Seminars and Literature circles to promote critical thinking, reasoning, and student accountability talk. Implement and monitor the effective use of Socratic Seminars and Literature Circles in Reading and Language Arts classes.	2.1. Principal/Assistant Principals and the Language Arts Reading Coach	2.1. The Principal and assistant principals will monitor the consistent use of higher order questioning strategies and activities through targeted classroom walkthroughs.	2.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies Summative: • 2013 FCAT Reading 2.0
2	Lack of consistent, explicit instruction in Language Arts and Reading classes.	Reading Coaches will provide full coaching cycle support for all Language Arts and Reading teachers in effectively using the Gradual Release Model, through the ETO framework. Develop an observational classroom that focuses on explicit instruction. Monitor the effective use of explicit in all Language Arts and Reading classes.	Principal/Assistant Principals and the Reading Coach	The Principal and assistant principals will monitor the consistent use of ETO Instructional Frameworks through targeted classroom walkthroughs.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative: • Administration walkthrough Logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student

					<p>Folders</p> <ul style="list-style-type: none"> • District Interim Assessments • ETO Monthlies • Instructional Frameworks, by subject area, throughout the school year <p>Summative: 2012 FCAT Assessments</p>
3	<p>Lack of consistent use of Interim/FAIR data to drive small group instruction in Language Arts and Reading classes.</p>	<p>Coaches will utilize Common Planning sessions to train teachers in disaggregating Interim /FAIR data to target specific student needs.</p> <p>Coaches will support Reading/Language Arts teachers in planning lessons based on current student data.</p> <p>Monitor effective the use of data to drive instruction using FAIR/Interim data.</p>	Principal/Assistant Principals and the Reading Coaches	<p>The Principal and Assistant Principals will monitor the consistent use of data driven instruction in Language Arts/Reading classes.</p> <p>Additionally, the Reading Coaches will provide full coaching cycles for all Language Arts and Reading teachers with a focus on the implementation of the data driven instruction.</p>	<p>The following items may be used to evaluate the effectiveness of the noted strategy:</p> <p>Formative-</p> <ul style="list-style-type: none"> • Administration walkthrough logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • District Interim Assessment Data by teacher • Teacher Data Binders with evidence of disaggregation of data • Binder with Mini-Lessons/Home Learning Assignments • Student Work Samples/Student Folders <p>Summative-</p> <ul style="list-style-type: none"> • 2012 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	<p>The results from the 2011-2012 FCAT Reading Test indicates that 58 % of students achieved a Level 7 of proficiency or higher. Our goal this year is to increase proficiency by 3 percentage points to 61%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14)	61% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students require a scaffolded approach towards assignments.	Provide PD for teachers on scaffolding and explicit instruction.	SPED Program Specialist	Gauge student progress towards goals on IEPs.	Student work, Walkthroughs. 2013 FAA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 56% of students made Learning Gains in reading. We are expecting to increase that number by 10 percentage points to 66% on the 2013 FCAT Reading Test Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (358)	66 % (421)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Lack of a consistent use of FAIR data to devise authentic small group lessons and drive instruction.	3.1. Coaches will utilize Common Planning sessions to assist with the disaggregation of FAIR data to drive instruction. Coaches will support teachers in aligning lessons and activities to the appropriate FAIR Pattern and Profiles to drive instruction.	3.1. Principal/Assistant Principals and the Reading Coach	3.1. The Principal and Assistant Principals will monitor the consistent development of data driven small group lessons by their targeted assistance with the facilitation of Common Planning sessions where data is disaggregated and teacher/reading coach data chats take place.	3.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • FAIR Pattern and Profile Boxes with appropriate lessons/activities • FAIR Data Summative: • 2013 FCAT Reading 2.0
2	Instruction in core content areas does not include consistent utilization of reading strategies.	Reading across the curriculum will be enhanced by the implementation of school-wide strategies to assist students in reading: Concept Mapping, Think-Write-Pair-Share, Socratic Seminars/Literature Circles, and Radio Reading. T This initiative is further supported by small-group PD with the Reading Coaches and in-class support via the coaching continuum.	Principal/Assistant Principals, Reading Coaches, & School-wide Department Chairpersons	Administrators will monitor the implementation of the school-wide strategies through classroom observations. Reading Coaches will support the plan by working with pre identified department members during common planning time, individual planning time, and departmental meetings to devise content lessons that infuse Reading strategies.	*Administrator Classroom Walkthrough/Observation Logs *Reading Coach Logs *Hard copies of lessons that are being utilized to support reading in the content areas via the Programmatic Coherence Model *Student Work Samples 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		The results from the 2011-2012 FCAT Reading Test indicates that 46% of students made learning gains. Our goal for the 2011-2012 school year is to increase student achievement learning gains by 10 percentage points to 56%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (10)		56% (12)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require a scaffolded approach towards assignments.	Provide PD for teachers on scaffolding and explicit instruction.	SPED Program Specialist	Gauge student progress towards goals on IEPs	Student work, Walkthroughs 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:		In grades 9-10, 65% of students in the lowest 25 percentile made learning gains on the 2012 administration of the FCAT Reading Test. This represents no increase when compared to 44% of students who made learning gains in 2011. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 70%. Particular emphasis will be placed on the area of "Informational Text/Research Process".			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
65% (104)		70% (112)			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Lack of implementation of the reading logs and monitoring of independent reading.	4.1. Implement and monitor a system for the use of reading logs during independent reading.	4.1. Principal/Assistant Principals and the Reading Coach	4.1. The Principal and assistant principals will monitor the consistent development of data driven small group lessons by their targeted assistance with the facilitation of Common Planning sessions where data is disaggregated and teacher-reading coach data chats taken place.	4.1. *Administrator Classroom Walkthrough/Observation Logs *Reading Coach Logs *Hard copies of lessons that are being utilized to support reading in the content areas via the Programmatic Coherence Model *Student Work Samples 2013 FCAT Reading 2.0
	4.2. Inconsistent evidence of unwrapping the benchmarks during common planning.	4.2. Provide professional development in unwrapping the benchmark.	4.2. Principal/Assistant Principals and the Reading Coach	4.2. The Principal and assistant principals will monitor the consistent	4.2. The following items may be used to evaluate the effectiveness of the noted strategy:

2	Reading coaches will support teachers in unwrapping benchmarks to ensure direct alignment to the standards during common planning. Monitor instruction to ensure lessons are reflective of the standards.		development of data driven small group lessons by their targeted assistance with the facilitation of Common Planning sessions where data is disaggregated and teacher-reading coach data chats taken place.	Formative <ul style="list-style-type: none"> • Reading Coach Logs • Administration Walk-through Logs • Common Planning Agendas • Professional Development Agendas/Sign In Sheets • Observation Classroom for Reading Dept Summative • 2013 FCAT Reading 2.0 	
3	Reading instruction for the lowest 25% does not include analyzing FAIR data to drive instruction in the reading classes.	Reading Coaches and teachers will collaborate to infuse the appropriate strategies to target the students grouped by FAIR boxed levels. Teachers will have to implement Hampton-Brown Edge and Jamestown Reading Navigator with fidelity while working with small groups of students to differentiate instruction based on FAIR data.	Principal/Assistant Principals, Reading Coaches, & Reading/Language Arts Department Chairperson	Administrators will monitor the implementation of differentiated instruction driven by FAIR data through classroom observations. Reading Coaches will collaborate with teachers to assist with analyzing data to devise Differentiated Instructional lessons that target instruction for students' reading deficiencies.	*Administrator Classroom-Walkthrough/Observation Logs *Teacher Lesson Plans with FAIR groups designated *Reading Coach Logs *PD Logs for FAIR Training with reading teachers *FAIR Progress Monitoring Data Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	36	42	49	55	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT reading Test indicates that 26% of students in the Black subgroup achieved proficiency. There were not enough Hispanics to count as a subgroup. Miami Norland Senior High's goal is to increase student proficiency among Blacks by 10 percentage points to 36%. Miami Norland Senior High's goal is to increase student proficiency among Hispanics by 10 percentage points to 38%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Black: 26% (164) Hispanic: NA	Black: 36% Hispanic: 38%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	5B.1. Black: Lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.	5B.1. Implement school wide strategies in non literacy based classrooms. Monitor effective implementation of school wide literacy strategies, such as think-write-pair-share, Literature Circles, Socratic Seminars, Concept of Definition Map, and Reciprocal Teaching.	5B.1. Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	5B.1. The Principal and assistant principals will monitor and assist with the facilitation of common planning sessions for all subject areas. All instructional coaches will be responsible for providing professional development and active coaching services through common planning, the Lesson Study process, and full coaching cycles to ensure that active learning and active reading strategies are being implemented across the curriculum.	5B.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Instructional Coaches' Logs • Common Planning Agendas • Professional Development Logs • Lesson Study Lesson Plans/Records Summative • 2013 FCAT Reading 2.0
2	5B.2. Lack of meaningful independent reading opportunities.	5B.2. Implement and monitor Accelerated Reader, set goals, and incorporate rigorous writing reflections and provide rewards through the Positive Behavior Project. Also, enhance classroom libraries and develop systems to utilize them effectively.	5B.2. Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	5B.2. The Principal and assistant principals will consistently monitor the Accelerated Reader use, library use, independent reading and the incorporation of rigorous writing reflections through classroom walkthroughs, reading logs, library check-out systems, student work folders, coaches logs and Accelerated Reader Reports.	5B.2. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Instructional Coaches Logs • Accelerated Reader Reports • Library Checkout Systems • Reading Logs • Student Work Folders Summative 2013 FCAT Reading 2.0
3	5B.3. Lack of consistent vocabulary instruction.	5B.3. Instructional coaches will provide school-wide professional development on the effective utilization of interactive word walls and the use of instructional strategies that include signal words, structural analysis and tiered vocabulary in all content areas. Implement and monitor evidence based vocabulary instruction and the interactive use of theme charts/word walls in all content areas.	5B.3. Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	5B.3. The Principal and assistant principals will consistently monitor teacher's adherence to the ETO Instructional Frameworks which include whole-group instructional time for authentic vocabulary instruction. Also, administrators will conduct classroom walkthroughs to observe the use of interactive word theme charts and word walls.	5B.3. The following items may be used to evaluate the effectiveness of the noted strategy: Formative- • Administration Walkthrough Logs • Instructional Coaches Logs • Professional Development Logs • Common Planning Agendas • Student Work Folders 2013 FCAT Reading 2.0
	5A .3. Lack of consistent vocabulary instruction before reading tasks, thus vocabulary is impeding comprehension.	5A.3. Implement and monitor evidence based vocabulary instruction and the effective use of interactive theme charts/word walls in all	5A.3. Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	5A.3. The Principal and assistant principals will consistently monitor teachers' adherence to the ETO Instructional Frameworks which	5A.3. The following items may be used to evaluate the effectiveness of the noted strategy:

4	content areas. Additionally, the instructional coaches will provide school-wide professional development on the effective utilization of interactive word walls and the use of instructional strategies that include signal words, structural analysis and tiered vocabulary in all content areas.	include whole-group instructional time for authentic vocabulary instruction. Also, administrators will conduct classroom walkthroughs to observe the use of interactive word theme charts and word walls.	Formative <ul style="list-style-type: none"> • Administration Walkthrough Logs • Instructional Coaches Logs • Professional Development Logs • Common Planning Agendas • Student Work Folders • Posted Work • Student Generated classroom word walls/theme charts Summative <ul style="list-style-type: none"> • 2012 FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT reading Test indicates that 12% of students in the ELL subgroup achieved proficiency. Miami Norland Senior High's goal is to increase student proficiency among ELLs by 8 percentage points to 20%. Miami Norland Senior High's goal is to increase student proficiency among Hispanics by 10 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding and use of CELLA Data to drive instruction for all ELL's (Levels 1-4)	Conduct professional development on use of CELLA (How to pull scores from FDM and align resources for whole group and DI to meet language needs.) Utilize CELLA Connections lessons.	Reading Coaches, ESOL Coach, Administration	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans.	Professional Development Log and Follow-Up Forms, data chat forms, classroom observations, coaching logs. 2013 FCAT Reading 2.0
2	Lack of scaffolding of grade level content, ESOL Strategies and accommodations to ensure comprehensible input for all ELLs (levels 1-4)	Utilize common planning to create scaffolded activities to include increased front loading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans.	Reading Coach, ESOL Coach, Administration	Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Professional development logs and follow-up forms, data chat forms, classroom observations, coaching logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT reading Test indicates that 28% of students in the SWD subgroup achieved proficiency. Miami Norland Senior High's goal is to increase student proficiency by 8 percentage points to 36 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (18)	36% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of evidence of effective collaborative teaching by General Education and SPED teachers	On-going training on collaborative teaching models to increase student achievement	Principal, Assistant Principals, SPED Chair/Program Specialist	Walk throughs and Observations Evidence of use of collaborative teaching models	Informal Assessment 2013 FCAT Reading 2.0
2	SPED teachers had limited opportunities to interact and share best practices.	Implement common planning after school utilizing the SPED Chair/Program Specialist in order to Conduct the Lesson Study Process, discuss best practices and brainstorm solutions to challenges and obstacles	Principal, Assistant Principals, SPED chair/Program Specialist.	Master schedule review; common planning and lesson study documentation	Informal Assessments 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading test indicates that 27% of the students in the Economically Disadvantage Subgroup achieved proficiency. Miami Norland Senior High School's goal is to increase 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (134)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of meaningful independent reading opportunities.	Implement and monitor Accelerated Reader, set goals, and incorporate rigorous writing reflections and provide rewards through the Positive Behavior	Assistant Principal over Reading and Reading Coaches	The Principal and assistant principals will consistently monitor the Accelerated Reader use, library use, independent reading and the incorporation of rigorous writing reflections through classroom walkthroughs, reading logs, library check-out systems, student work	<ul style="list-style-type: none"> • Administration Walkthrough Logs • Instructional Coaches Logs • Accelerated Reader Reports • Library Checkout Systems • Reading Logs • Student Work Folders

				folders, coaches logs and Accelerated Reader.	Summative-2013 FCAT Reading 2.0
2	5D.1. Lack of explicit corrective feedback in student work and verbal responses.	5D.1. Develop, implement, and monitor protocols in common planning to provide corrective feedback on select assignments to observe student mastery. Also, instructional coaches will model explicit corrective verbal responses during the course of coaching cycles and teachers may observe explicit corrective verbal responses in observational classrooms.	5D.1. Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	5D.1. The Principal and assistant principals will monitor the use of the protocols in common planning to provide corrective feedback through classroom walkthroughs to check student work folders and posted work. Administrators will also participate in common planning to ensure that coaches and teachers are collaborating on select assignments to observe student mastery.	5D.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Instructional Coaches Logs • Student Work Samples • Student Folders • District Interim Assessments • ETO Monthlies Summative • 2012 FCAT Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	Reading/Language Arts (9-12)	Reading Coach	All Reading and Language Arts Teachers	11/28/2012	Administrator Walkthrough/Observations, Reading Coach Cycles	Principal/Assistant Principals and Reading Coaches
New Generation Sunshine State Standards (Unwrapping the Benchmarks)	Reading/Language Arts (9-12)	Reading Coach	All Reading and Language Arts Teachers	Weekly 11/08/2012	Administrator Walkthrough/Observations, Reading Coach Cycles	Principal/Assistant Principals and Reading Coaches
Active Learning & Active Reading Strategies (Reciprocal Teaching, QAR, Think-Write-Pair-Share, Radio Reading, Socratic seminars/Literature Circles)	All Teachers (9-12)	Reading Coaches	Schoolwide	01/18/2013	Administrator Walkthrough/Observations, Reading Coach Cycles	Principal/Assistant Principals and Reading Coaches
Higher Order Thinking Questions/Rigor	All Teachers (9-12)	Reading Coach	School-wide	11/06/2012	Administrator Walkthrough/Observations, Reading Coach Cycles	Principal/Assistant Principals and Reading Coaches
FAIR Beyond the Box	Reading (9-12)	Reading Coach	All Reading Teachers	09/17/2012	Administrator Walkthrough/Observations, Reading Coach Cycles	Principal/Assistant Principals and Reading Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1-5	Accelerated Reader Program	Title I and SIG	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1-5	Novels for Classroom Libraries	EESAC	\$200.00
			Subtotal: \$200.00
			Grand Total: \$1,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 FCAT CELLA Test indicates that 42 % of our English Language Learners are proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
42% (29)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (level 1-4)	Conduct professional develop on use of CELLA (how to pull scores from FDM and align resources for whole group and small group instruction.	Reading Coaches, ESOL, Coach, Administration	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans.	Professional Development Log and Follow Up Forms, data chat forms, classroom observations, coaching logs. 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2011-2012 FCAT CELLA Test indicates that 17 % of our English Language Learners are proficient in Reading.

2012 Current Percent of Students Proficient in reading:

17% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent, explicit instruction in ELL Reading and English classes.	Reading Coaches will provide full coaching cycle support for all ELL English and Reading teachers in effectively using the Gradual Release Model, through the ETO framework. Monitor the effective use of explicit instruction in all ELL English and Reading classes.	Principal/Assistant Principals and the Reading Coach	The Principal and assistant principals will monitor the consistent use of ETO Instructional Frameworks through targeted classroom walkthroughs.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies • Instructional Frameworks, by subject area, throughout the school year Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 FCAT CELLA Test indicates that 22 % of our English Language Learners are proficient in Writing.

2012 Current Percent of Students Proficient in writing:

22% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of direct instruction aligned to	Analyze CELLA writing data per class.	ESOL Teacher, Reading Coach,	Lesson Plan evaluation; Monitoring of Common	Rubrics, Classroom

1	components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	Differentiate instruction based on data and student deficiencies create. Create lesson that are aligned to data and components assessed on CELLA Writing.	ESOL, Administration	Planning; Classroom observations of implementation; Student work folder evaluation.	Walkthrough Protocol; Work Folder Evaluation. 2013 CELLA
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results from the 2011-2012 FCAT Math Test indicates that 48% of students scored at Levels 4, 5, 6. Our goal for the 2012-2013 school year is to increase student achievement learning gains by 5 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (11)	53 % (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills	Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative Administration • walk-through logs • Lesson Plan Samples • Student Work/ Folders 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results from the 2011-2012 FCAT Math Test indicates that 39% of students scored at a Level 7 or above. Our goal for the 2012-2013 school year is to increase student achievement by 3 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39 % (9)	42% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative • 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Use guided discussions to engage students in real life math problems.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results from the 2011-2012 FCAT Math Test indicates that 43% of students scored at a Level 7 or above. Our goal for the 2012-2013 school year is to increase student achievement by 10 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (9)	53% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks.	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Use guided discussions to engage students in real life math problems.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders 2013 FAA

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25	32	39	45	52	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results from the 2011-2012 FCAT Math Test indicates that 48% of our Black students made satisfactory. Our goal for the 2012-2013 school year is to increase student achievement by 4 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black: 48% (151)

Black: 52% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Instruction does not include timely feedback from the most current data.	Ensure that assessment data is analyzed regularly by teachers, administrators, and students. Use data to drive general instruction, differentiated instruction, and daily spiraling practice (i.e. bell ringers).	The Principal and assistant principals will monitor the utilization of data to drive instruction. Additionally, administrators and coaches will meet with teachers to conduct data chats after interim assessments and ensure that teachers conduct data chats with their students.	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples <ul style="list-style-type: none"> • Student Work Samples/Student Folders Data Binders with disaggregated data from interim assessments <ul style="list-style-type: none"> • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies 2013 EOC Algebra I Test 2013 EOC Geometry Test
2	Instruction does not include consistent use of textbooks and the use of the technology component to enhance instruction and student engagement.	The math coaches will use common planning to assist teachers with developing comprehensive lessons utilizing textbook and technology components of the Carnegie Learning curriculum with fidelity in the 9th and 10th grade Intensive Mathematics classrooms and utilize the coaching cycle to model the ETO instructional framework for these classes	Principal, Assistant Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of textbooks and Carnegie Learning for daily classroom instruction.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples <ul style="list-style-type: none"> • Student Work Samples/Student Folders Carnegie Learning Data Reports <ul style="list-style-type: none"> • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies Summative <ul style="list-style-type: none"> • 2013 EOC Algebra I Test • 2013 EOC Geometry Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results from the 2011-2012 FCAT Math Test indicates that 83% of ELL students making satisfactory. Our goal for the 2012-2013 school year is to increase student achievement by 2 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (18)	85% (19)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include systematic vocabulary instruction	Provide students with the opportunity to develop a working knowledge of mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction. That includes but is not limited to use of Frayer models, word walls, graphic organizers, and textbook and online glossaries/references.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit vocabulary instruction and provide ongoing support via common planning.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Carnegie Learning Data Reports • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies • Summative • 2013 EOC Algebra Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results from the 2011-2012 FCAT Math Test indicates that 50% of ED students making satisfactory. Our goal for the 2012-2013 school year is to increase student achievement by 2 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (125)	52% (129)

Problem-Solving Process to Increase Student Achievement				
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include higher order rigorous questioning strategies to promote critical thinking.	Math Coaches will utilize Algebra I Frameworks in collaborative development of appropriate Higher Order Questions and monitor documentation and use of Higher Order Questions during Common Planning products (i.e. lesson plans) and during Gradual Release Model of instruction in instructional settings.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Discovery Learning usage reports • District Interim Assessment Data • ETO Monthlies Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry Test.
2	Instruction does not include corrective feedback to assist students with a deeper understanding of learning tasks.	Implement and monitor a plan to increase descriptive feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the use of the protocols in common planning to provide corrective feedback through classroom walkthroughs to check student work folders and posted work. Administrators will also participate in common to ensure that coaches and teachers are collaborating on select assignments to observe student mastery.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Algebra Test
3	Instruction does not include student engagement or interaction.	Implement and monitor a plan to maximize the use of instructional tools such as response clickers, individual whiteboards, and Discovery Learning in order to increase the dynamics of instruction and to increase students' participation in interactive simulations of mathematics ideas.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the utilization of Discovery Learning through classroom walkthroughs and observations. The math coaches will utilize common planning and Lesson Study sessions to ensure that teachers are implementing Discovery Learning to enhance lessons.	The following items may be used to evaluate the effectiveness of the noted strategy : <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Discovery Learning usage reports • District Interim Assessment Data • ETO Monthlies Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results from the 2011-2012 FCAT Algebra Test indicates that 33% of students scored at a Level 3. Our goal for the 2012-2013 school year is to increase student achievement by 1 percentage point to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (109)	34% (114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not consistently explicit and does not include rigorous tasks.	Implement and monitor the utilization of active learning strategies, the Gradual Release Model of "I Do, We Do, and You Do", and utilize the Common Board Configuration including the Essential Question as the framework for bell to bell instruction. Additionally, through weekly meetings with the Math Coaches, specific teachers will be provided with additional support via the coaching cycle and will conduct peer observations in observational classrooms with the focus on the use of the common board configuration, explicit teaching practices, and active learning strategies.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit vocabulary instruction and provide ongoing support via common planning.	Formative •Math Coach Logs •Administrator Walkthrough Logs •Common Planning Agendas/Lesson Plan Samples •Student Work Samples/Student Folders •Math Observational Classroom Math Instructional Framework Summative •2013 EOC Algebra I Test
2	Instruction does not include systematic vocabulary instruction	Provide students with the opportunity to develop a working knowledge of mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction. That includes but is not limited to use of Frayer models, word walls, graphic organizers, and	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit	Formative •Math Coach Logs •Administrator Walkthrough Logs •Common Planning Agendas/Lesson Plan Samples •Student Work Samples/Student Folders

		textbook and online glossaries/references.		vocabulary instruction and provide ongoing support via common planning.	<ul style="list-style-type: none"> •Math Observational Classroom Math Instructional Framework Summative •2013 EOC Algebra I Test
3	Instruction does not include use of assessment data for differentiated instruction.	Provide remediation and enrichment activities in line with the assessment data using differentiated instruction utilizing available resources as modeled by math coaches.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of data to drive meaningful, targeted small group differentiated instruction.	Formative <ul style="list-style-type: none"> • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • District Interim Assessment Data • ETO Monthlies 2013 EOC Algebra I Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results from the 2011-2012 FCAT Algebra Test indicates that 9% of students scored at levels 4 and 5. Our goal for the 2012-2013 school year is to maintain our 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (31)	9% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include corrective feedback to assist students with a deeper understanding of learning tasks.	Implement and monitor a plan to increase descriptive feedback on student work in order to provide opportunities for the student to make adjustments towards mastery of a specific standard.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the use of the protocols in common planning to provide corrective feedback through classroom walkthroughs to check student work folders and posted work. Administrators will also participate in common planning to ensure that coaches and teachers are collaborating on select assignments to observe student mastery.	Formative <ul style="list-style-type: none"> • Administration Walkthrough Logs • Math Coaches Logs • Student Work Folders • District Interim Assessment Data 2013 EOC Algebra I Test
	Instruction does not include higher order rigorous questioning	Math Coaches will utilize Algebra I Frameworks in	Principal, Assistant Principals, and	The Principal and assistant principals will monitor the consistent	Formative <ul style="list-style-type: none"> • Administration walk-through logs

2	strategies to promote critical thinking.	collaborative development of appropriate Higher Order Questions and monitor documentation and use of Higher Order Questions during Common Planning products (i.e. lesson plans) and during Gradual Release Model of instruction in instructional settings.	Math Coaches	use of Higher Order Questions through targeted classroom walkthroughs.	<ul style="list-style-type: none"> • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessment Data 2013 EOC Algebra I Test
3	Instruction does not include higher order rigorous questioning strategies to promote critical thinking.	Math Coaches will utilize Algebra I Frameworks in collaborative development of appropriate Higher Order Questions and monitor documentation and use of Higher Order Questions during Common Planning products (i.e. lesson plans) and during Gradual Release Model of instruction in instructional settings.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessment Data 2013 EOC Algebra I Test
4	Instruction does not include technology as a part of the curriculum to enhance instruction	Math coaches will assist teachers with developing comprehensive computer lab activities and lessons that will target student deficiencies and provide enrichment.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the schedule and use of the computer lab.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Computer Lab Schedule • District Interim Assessment Data • ETO Monthlies Summative 2013 EOC Algebra I Test

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results from the 2011-2012 FCAT Geometry Test indicates that 15% of students scored at Level 3. Our goal for the 2012-2013 school year is to increase student achievement by 6 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (65)	21% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not consistently explicit and does not include rigorous independent tasks at the rigor of anticipated assessments.	<p>Implement and monitor the utilization of active learning strategies, the Gradual Release Model of "I Do, We Do, and You Do", and utilize the Common Board Configuration including the Essential Question as the framework for bell to bell instruction.</p> <p>Additionally, through weekly meetings with the Math Coaches, specific teachers will be provided with additional support via the coaching cycle and will conduct peer observations in observational classrooms with the focus on the use of the common board configuration, explicit teaching practices, and active learning strategies.</p>	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent, effective utilization of the common board configuration through targeted classroom walkthroughs and observations.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • Math Instructional Framework Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry Test
2	Instruction does not include timely feedback from the most current data.	<p>Implement and monitor a plan to ensure that assessment data is analyzed regularly by teachers, administrators, and students.</p> <p>The math coaches will utilize common planning and Lesson Study sessions to ensure that teachers are implementing data driven mini-lessons to target student deficiencies.</p>	Principal, Assistant Principals, and Math Coaches	<p>The Principal and assistant principals will monitor the utilization of data to drive instruction.</p> <p>Additionally, administrators and coaches will meet with teachers to conduct data chats after interim assessments and ensure that teachers conduct data chats with their students</p>	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Data Binders with disaggregated data from interim assessments • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results from the 2011-2012 FCAT Geometry Test indicates that 3% of students scored at Level 4 and 5. Our goal for the 2012-2013 school year is to increase student achievement by 3 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (14)	6% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include consistent enrichment learning opportunities and activities.	Implement and monitor a plan to provide enrichment activities during differentiated instruction and provide supplemental enrichment activities.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the use of the enrichment supplements and activities via through targeted classroom walkthroughs. Administrators will also participate in common planning to ensure that coaches and teachers are collaborating on differentiating instruction to meet students' enrichment needs.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Math Coaches Logs • Student Work Folders • District Interim Assessment Data • ETO Monthlies Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry Test
2	Instruction does not include use of assessment data for differentiated instruction	Implement and monitor a plan to utilize assessment data to develop groups to provide remediation and enrichment using the differentiated instruction strategies and the text book technology resources within mathematics classes. Additionally, the Math Coaches will provide full coaching cycles for all Math teachers with a focus on utilizing data for benchmark minilessons.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of data to drive meaningful, targeted small group differentiated instruction.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • District Interim Assessment Data • ETO Monthlies Summative • 2013 End of Course Algebra test • 2013 End of Course Geometry

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Tools & Math Manipulatives	9-12 Math Teachers	Math Coaches	9-12 Math Teachers	August 2012 through June 2013	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal
Cognitive Tutor	9-11 Math Teachers	Carnegie Learning	9-12 Math Teachers	January 17, 2013	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal
Lesson Study	9-12 Math Teachers	Math Coaches	9-12 Math Teachers	December 10, 2012	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal
New Generation Sunshine State Standards and FCAT 2.0/EOC	9-12 Math Teachers	Math Coaches	9-12 Math Teachers	September 26, 2012	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal
Implementation of New Mathematics Textbook	9-12 Math Teachers	Math Coaches	9-12 Math Teachers	August 2012 through June 2013	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal
Rigor/Active Learning Strategies	9-12 Math Teachers	Math Coaches	9-12 Math Teachers	November 6, 2012	Administrator Walkthrough/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the supplementary computer program Inside Algebra for all ninth grade intensive math students.	Cognitive Tutor	Title I and SIG	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology such as the Smart board and clickers to infuse the technology component of the Carnegie Learning Program.	Smart board Clickers	Title I and SIG	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of technology tools and Math manipulatives.	Smart board Clickers	SIG	\$1,000.00
			Subtotal: \$1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results from the 2011-2012 FCAT ScienceTest indicates that 54 % of students scored at a Level 4, 5, and 6. Our goal for the 2012-2013 school year is to increase student achievement by 5 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples Student Work Folders Summative 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples Student Work Folders Summative 2013 FAA
	Instruction does not provide multiple opportunities for students to master skills	Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom	Formative • Administration walk-through logs • Lesson Plan Samples

3				walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Student Work Folders Summative 2013 FAA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.			The results of the 2011-2012 Biology EOC indicates that 29% of students achieved level 3 proficiency. Miami Norland Senior High's goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 34%.		
Biology Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29% (102)			34% (117)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Lack of consistency and commonality in science classes.	1.1. Implement active use of common board configuration in classrooms. Common board will be used at the beginning,	1.1. Principal, Assistant Principal, Science Coach	1.1. The Principal and assistant principals will monitor the consistent, effective utilization of the common board configuration through	1.1. The following items may be used to evaluate the effectiveness of the noted strategy:

1		throughout, and revisited at the end of each class session. Additionally, through common planning with the Science Coach, specific teachers will be provided additional support via the coaching cycle and will conduct peer observations in observational classrooms with the focus on the use of the common board configuration.		targeted classroom walkthroughs and observations.	Baseline Assessment Interim Assessments ETO Monthly Assessments 2013 Biology EOC
2	1.2. Lower performing students will not be able to complete the curriculum for the Biology course.	1.2. Implement and monitor a plan for Biology students who scored at an FCAT Level 1 or 2 in Reading to be double dosed with a Research III class which provides the students with remediation and/or enrichment activities.	1.2. Principal, Assistant Principals, and Science Coach	1.2. The Principal and assistant principals will monitor the implementation of the Research III course through targeted classroom walkthroughs to observe utilization of data for small group differentiated instruction, use of the pacing guide, and that teachers are adhering to the fidelity of the class as it is outlined. Additionally, the Science Coach will support the teachers through the coaching cycle and ongoing work with teachers via common planning.	1.2. The following items may be used to evaluate the effectiveness of the noted strategy: Baseline Assessment Interim Assessments ETO Monthly Assessments 2013 Biology EOC
3	1.3. Students are not completing all essential labs according to the district's Science Pacing Guides.	1.3. Implement and monitor a plan to ensure that all Essential Labs will be conducted on a rotating schedule during the science courses. Students' lab reports will be completed for all Essential Labs with corrective, specific feedback from teachers.	1.3. Principal, Assistant Principal, Science Coach	1.3. The Principal and assistant principals will conduct targeted walkthroughs to ensure participation in Essential Labs and the practice of utilizing positive, descriptive feedback to assist students with acquiring knowledge of curriculum concepts. Additionally, administrators will check students' folders to observe evidence of the completion of Essential Labs in the form of lab reports.	1.3. The following items may be used to evaluate the effectiveness of the noted strategy: Baseline Assessment Interim Assessments ETO Monthly Assessments Lab notebooks Lab journals 2013 Biology EOC
4	1.4 Lack of rigor in science classes.	1.4 Implement and monitor the utilization of higher-order questioning strategies to promote critical thinking skills. Additionally, teachers will be tasked with transferring higher order questions from lesson plans to post-it notes, index cards, or the board to utilize	1.4 Principal, Assistant Principal, Science Coach	1.4 The Principal and assistant principals will monitor the consistent use of higher order questioning strategies and activities through targeted classroom walkthroughs. Additionally, the Science Coach will provide full coaching cycles for all Science teachers with a focus	1.4 The following items may be used to evaluate the effectiveness of the noted strategy: Baseline Assessment Interim Assessments ETO Monthly Assessments Lab notebooks Lab journals

	during whole and small group instruction.		on the implementation of higher order questioning strategies and activities. The coach will also utilize Common Planning sessions to assist with the development of comprehensive lessons that include higher order questions/activities.	2013 Biology EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology EOC indicates that 10% of students achieved level 4 proficiency. Miami Norland Senior High's goal for the 2012-2013 school year is to increase level 4 student proficiency by 1 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (33)	11% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not completing all essential labs according to the district's Science Pacing Guides.	Implement and monitor a plan to ensure that all Essential Labs will be conducted on a rotating schedule during the science courses. Students' lab reports will be completed for all Essential Labs with corrective, specific feedback from teachers.	Principal, Assistant Principal, Science Coach	The Principal and assistant principals will conduct targeted walkthroughs to ensure participation in Essential Labs and the practice of utilizing positive, descriptive feedback to assist students with acquiring knowledge of curriculum concepts. Additionally, administrators will check students' folders to observe evidence of the completion of Essential Labs in the form of lab reports.	The following items may be used to evaluate the effectiveness of the noted strategy: Baseline Assessment Interim Assessments ETO Monthly Assessments Lab notebooks Lab journals 2013 Biology EOC
2	Lack of rigor in science classes.	Implement and monitor the utilization of higher-order questioning strategies to promote critical thinking skills. Additionally, teachers will be tasked with transferring higher order questions from lesson plans to post-it notes, index cards, or the board to utilize during whole and small group instruction.	Principal, Assistant Principal, Science Coach	The Principal and assistant principals will monitor the consistent use of higher order questioning strategies and activities through targeted classroom walkthroughs. Additionally, the Science Coach will provide full coaching cycles for all Science teachers with a focus on the implementation of higher order questioning strategies and activities. The coach will also utilize Common Planning	The following items may be used to evaluate the effectiveness of the noted strategy: Baseline Assessment Interim Assessments ETO Monthly Assessments Lab notebooks Lab journals 2013 Biology EOC

				sessions to assist with the development of comprehensive lessons that include higher order questions/activities.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essential Labs/Lab Reports/Corrective Feedback	All	Science Coach	Science Department	August 2012 through June 2013	Administrator Walk-through/Observations, Science Coach Cycles (Ongoing Support)	Principal, Assistant Principal, Science Coach
Higher Order Thinking Questions/Rigor	All	Science Coach	School-wide	November 6, 2012	Administrator Walk-through/Observations, Science Coach Cycles (Ongoing Support)	Principal, Assistant Principal, Science Coach
Lesson Study on Explicit Instruction using the Gradual Release Model	All	Science Coach	School-wide	August 2012 through June 2013	Administrator Walk-through/Observations, Science Coach Cycles (Ongoing Support)	Principal, Assistant Principal, Science Coach

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate hands-on Lab activities and experiments	Essential Labs	SIG Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicate that 81% of students achieved a level 3.0 and higher. We are expecting to increase proficiency on the 2013 FCAT Writing Test by 2 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (290)	83% (297)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of consistent use of anchor papers and rubrics in Creative Writing classes.	1.1. Implement and monitor the consistent utilization of anchor papers and rubrics to increase the quality of students' writing in the creative writing classes. In addition, teachers will be supported through active coaching, strategic common planning sessions, and on Lesson Studies on corrective and explicit written feedback to promote high quality writing.	1.1. Principal/Assistant Principals and Reading Coaches	1.1. The Principal and assistant principals will monitor the consistent use of anchor papers and rubrics in Creative Writing classes through classroom walkthroughs. Additionally, administrators and coaches will meet weekly to discuss coaching services and assign specific tasks for ongoing support.	1.1. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Instructional Coaches Logs • Anchor Papers/Rubrics • Student Writing samples and • Bi-Weekly writing • Assessments Summative • 2013 FCAT Writing 2.0
2	1.2. Lack of opportunities for student peer editing and collaboration on the revision process in the Creative Writing classes.	1.2. The Reading Coach assigned to the Creative Writing classes will provide professional development and active coaching in peer editing and the revision process. Additionally, the coach will plan collaboratively with teachers during common planning sessions to ensure that lessons will include opportunities for students to work on peer editing, collaborate, and revise prior written work.	1.2. Principal/Assistant Principals and Reading Coach	1.2 The Principal and assistant principals will monitor the Creative Writing classes for evidence of peer editing and revision through classroom walkthroughs, review of lesson plans, and review of student work folders and posted work.	1.2. The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Instructional Coaches Logs • Anchor Papers/Rubrics • Student Writing samples and • Bi-Weekly writing assessments Summative • 2013 FCAT Writing 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results from the 2011-2012 FAA indicates that 64% of students scored at Levels 4-9. Our goal for the 2012-2013 school year is to increase student scoring at 4 or higher on the FAA by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (7)	69% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student deficiency in grammar contributed to difficulty in sentence structure and completion of writing idea	Incorporate instruction by explicitly teaching each stage of the writing process with a focus on grammar and punctuation.	Principal, Assistant Principal, Writing Coach, Teachers	Review writing samples for sentence structure and punctuations	2013 FAA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process	10th Grade Speech and Debate and Film II teachers and 9th and 10th English Language Arts Teachers	Literacy Coach/Writing Teachers	All ninth and tenth grade Language Arts teachers, Creative Writing teachers, and Film II teachers	November 26, 2012	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Implementation of Write to Learn	10th Grade Speech and Debate and Film II teachers and 9th and 10th English Language Arts Teachers	Pearson	All ninth and tenth grade Language Arts teachers.	November 20, 2012	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Principal/Assistant Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Implement Write to Learn with DI groups, conduct data chats on each of the six traits and student progress based on portfolio with all essays and summaries.	Write to Learn	Title I and SIG	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results from the 2012-2013 Baseline U.S. History Assessment indicates that 0% of students scored at proficiency. Our goal for the 2012-2013 school year is to increase student proficiency on the U.S. History EOC by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a school-wide focus on writing.	The coach assigned to writing classes will develop a school-wide writing plan with a special emphasis on ninth grade to ensure authentic writing is being conducted in all content area classes. Specific strategies to implement for writing will be modeled during school-wide professional development sessions.	Principal/Assistant Principals, Reading Coaches, Mathematics Coaches, & Science Coach	The Principal and assistant principals will monitor the content area classes for evidence of rigorous writing in classroom walkthroughs, lesson plans, and student work folders and posted work.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration Walkthrough Logs • Instructional Coaches Logs • Anchor Papers/Rubrics • Student Writing samples and • Bi-Weekly writing assessments Summative • 2013 FCAT Writing 2.0

2	Lack of a consistent use of data to devise authentic small group lessons and drive instruction.	Coaches will utilize Common Planning sessions to assist with the disaggregation of data to drive instruction.	Principal/Assistant Principals and the Reading Coach	The Principal and assistant principals will monitor the consistent development of data-driven small group lessons by their targeted assistance with the facilitation of Common Planning sessions where data is disaggregated and teacher-reading coach data chats take place.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning protocols • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies 2013 U.S. History EOC
3	Lack of implementation of literacy strategies across the curriculum to support the students' reading deficiencies.	Implement and monitor specific literacy opportunities through all content areas by providing consistent opportunities for students to engage in rigorous writing opportunities related to the content, active reading strategies to scaffold understanding of complex text related to the topic through, pre reading strategies, during reading strategies and after reading strategies, such as SWAG, WIN, Reciprocal Teaching, think alouds, guided reading, and the use of CRISS graphic organizers across the curriculum.	Principal/Assistant Principals and Reading Coaches	The Principal and assistant principals will monitor and assist with the facilitation of common planning sessions for all subject areas. All instructional coaches will be responsible for providing professional development and active coaching services through common planning, the Lesson Study process, and full coaching cycles to ensure that active learning and active reading strategies are being implemented across the curriculum.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning protocols • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies 2013 U.S. History EOC 2013 Reading FCAT 2.0
4	Lack of student-centered learning in Social Studies classes.	Implement and monitor the use of active learning strategies, active reading strategies, Think-Pair-Share, Socratic Circles, and Literature Circles to increase and promote critical thinking and student discourse. Additionally, the Language Arts Reading Coach will model and provide professional development on active learning strategies, active reading strategies, and the utilization of Socratic Circles and Literature Circles.	Principal/Assistant Principals and the Language Arts Reading Coach	The Principal and assistant principals will monitor the consistent use of active learning and reading strategies, utilization of Socratic and Literature Circles and use of Think-Pair-Share activities through targeted classroom walkthroughs.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning protocols • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies 2013 U.S. History EOC 2013 Reading FCAT 2.0
	Lack of rigor in Social Studies classes.	Implement and monitor the utilization of higher-order questioning	Principal/Assistant Principals and the Language Arts	The Principal and assistant principals will monitor the consistent	The following items may be used to evaluate

5	strategies to promote critical, independent, creative thinking, for a deeper understanding of content. Reading Coaches will provide ongoing coaching support with a focus on the implementation of higher order questioning strategies and activities.	Reading Coach	use of higher order questioning strategies and activities through targeted classroom walkthroughs.	the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning protocols • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies 2013 Reading FCAT 2.0 2013 U.S. History EEOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results from the 2012-2013 Baseline U.S. History Assessment indicates that 0% of students scored at a level 4. Our goal for the 2012-2013 school year is to increase student scoring a level 4 on the U.S. History EOC by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor in Social Studies classes.	Implement and monitor the utilization of higher-order questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of content. Reading Coaches will provide ongoing coaching support with a focus on the implementation of higher order questioning strategies and activities.	Principal/Assistant Principals and the Language Arts Reading Coach	The Principal and assistant principals will monitor the consistent use of higher order questioning strategies and activities through targeted classroom walkthroughs.	The following items may be used to evaluate the effectiveness of the noted strategy: Formative • Administration walk-through logs • Reading Coach Logs • Common Planning protocols • Student Work Samples/Student Folders • District Interim Assessments • ETO Monthlies 2013 Reading FCAT 2.0 2013 U.S. History EEOC
	Lack of student-centered learning in Social Studies classes.	Implement and monitor the use of active learning strategies, active reading	Principal/Assistant Principals and the Language Arts Reading Coach	The Principal and assistant principals will monitor the consistent use of active learning	The following items may be used to evaluate the effectiveness

2		<p>strategies, Think-Pair-Share, Socratic Circles, and Literature Circles to increase and promote critical thinking and student discourse.</p> <p>Additionally, the Language Arts Reading Coach will model and provide professional development on active learning strategies, active reading strategies, and the utilization of Socratic Circles and Literature Circles.</p>		<p>and reading strategies, utilization of Socratic and Literature Circles and use of Think-Pair-Share activities through targeted classroom walkthroughs.</p>	<p>of the noted strategy: Formative</p> <ul style="list-style-type: none"> Administration walk-through logs Reading Coach Logs Common Planning protocols Student Work Samples/Student Folders District Interim Assessments ETO Monthlies 2013 U.S. History EOC 2013 Reading FCAT 2.0
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study on Explicit Instruction using the Gradual Release Model	All	Reading Coach	Select Social Studies teachers.	August 2012 through June 2013	Administrator Walk-through/Observations, Science Coach Cycles (Ongoing Support)	Principal, Assistant Principal, Science Coach
Higher Order Thinking Questions/Rigor	All	Reading Coach	School-wide	November 6, 2012	Administrator Walk-through/Observations, Science Coach Cycles (Ongoing Support)	Principal, Assistant Principal, Science Coach

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	The expected level of attendance for the 2011 – 2012 school year is to decrease the total number of students not attending school by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.5% (1461)	94.5% (1477)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
606	576
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
821	780

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An effective and comprehensive attendance plan has not been presented to the staff for the 2011-2012 school year.	1.1. The assistant principal who monitors attendance will develop and implement a plan to target truancy which will include the following: * School-wide student incentives *Home Visits for habitual truant students *Counselor support/mentoring	1.1. Assistant Principal for Attendance, Community Involvement Specialist	1.1. The Principal and assistant principals will monitor the effectiveness of this plan through data from weekly attendance reports.	1.1. The following items may be used to evaluate the effectiveness of the noted strategy: • Attendance Reports • Community Involvement Specialist Home Visit Logs • Counselor/Student Visitation Logs

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Miami Norland Senior High school's goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
44	40
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
36	32

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
173	156				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
129	116				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The staff has not properly employ the strategies that are outlined and delineated in the school's behavioral intervention plan, Positive Behavior Support.	1.1. The faculty and staff will participate in a mandated professional development for Positive Behavior Support and receive ongoing training through Department and Faculty meetings.	1.1. Dean of Discipline and Administrators	1.1. The Dean of Discipline will collaborate with the Positive Behavior Support (PBS) team to provide professional development and teacher support for implementing the PBS Plan.	1.1. The following items may be used to evaluate the effectiveness of the noted strategy: • School-Wide Information System Data • CHAMPS • LEAPS • COGNOS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Miami Norland Senior High school's goal for the 2012-2013 school year is to decrease the dropout rate by 0.5 percentage points and to increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.68% (42)	2.55% (40)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
72.2% (242)	74.2% (249)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not meeting the requirements necessary to graduate on-time.	1.1. Provide additional support for at-risk students via tutoring programs, targeted academic interventions, credit recovery classes and mentoring. These students will receive a mentor who meets with him/her each semester to track their progress and provide ongoing support and incentives.	1.1. Principal, Student Services Department, & Community Involvement Specialist	1.1. The Principal and Student Services Department will devise a plan to target and support students who are at-risk and continually monitor data (i.e. attendance, attendance, missing credit reports.)	1.1. The following items may be used to evaluate the effectiveness of the noted strategy: • Mentor/ Mentee Sign-In Logs • Intervention Program Logs • Pupil Progression Plan • Attendance Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM		N/A		
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:	70% of CTE students attempting an industry certification will achieve a passing score, and complete any other certification requirements such as work experience hours,				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate use of PD and Modeling non-proficiency in reading	Promote the effective use of the CBC in the CTE classrooms.	Admin (VP), assistant Principal, Reading Coach	Walk through, Coaches logs, Timely and corrective feedback	Industry Certification Results, Base Line, Interim Final Exams and reviews
2	Lack of rigorous activities during instruction	Promote the effective use of high order questions and rigorous activities in the CTE classrooms. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.	Admin (VP), assistant Principal, Reading Coach	Walk through, Coaches logs, Timely and corrective feedback	Industry Certification Results, Base Line, Interim Final Exams and reviews
3	Lack of rigor and application to real-world practice.	Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO), or Miami-Dade County Fair, NFTE, Fairchild Challenge	Admin (VP), assistant Principal, Reading Coach	Walk through, Coaches logs, Timely and corrective feedback	Industry Certification Results, Base Line, Interim Final Exams and reviews

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

CTE Goal(s) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. CTE Goal(s) Goal CTE Goal(s) Goal # 1:		70% of CTE students attempting an industry certification will achieve a passing score, and complete any other certification requirements such as work experience hours,		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s) Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal 1-5	Accelerated Reader Program	Title I and SIG	\$1,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Implement the supplementary computer program Inside Algebra for all ninth grade intensive math students.	Cognitive Tutor	Title I and SIG	\$1,000.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Utilize technology such as the Smart board and clickers to infuse the technology component of the Carnegie Learning Program.	Smart board Clickers	Title I and SIG	\$3,000.00
Writing	Implement Write to Learn with DI groups, conduct data chats on each of the six traits and student progress based on portfolio with all essays and summaries.	Write to Learn	Title I and SIG	\$5,000.00
				Subtotal: \$8,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Utilization of technology tools and Math manipulatives.	Smart board Clickers	SIG	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal 1-5	Novels for Classroom Libraries	EESAC	\$200.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	Incorporate hands-on Lab activities and experiments	Essential Labs	SIG Funds	\$1,000.00
				Subtotal: \$1,200.00
				Grand Total: \$12,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Novels for classroom libraries.	\$200.00

Describe the activities of the School Advisory Council for the upcoming year

Miami Norland Senior High School's SAC representatives assist in the development and monitoring of the implementation of the school improvement plan and processes used to ensure that all students achieve at high levels.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI NORLAND SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	17%	46%	76%	27%	166	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	35%	63%			98	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	65% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					373	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI NORLAND SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	17%	47%	79%	18%	161	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	38%	72%			110	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	72% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					386	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested