

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI NORLAND SENIOR HIGH SCHOOL

District Name: Dade

Principal: Dr. Derick Mckoy

SAC Chair: Ms. Vernatta Lee

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-22-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

The vision of Miami Norland Senior High School is to be the exemplar for academic, social, and cultural values for the greater Miami Norland community. We strive to facilitate and embrace higher academic achievement, the joy of cultural diversity, and the importance of social responsibility and consciousness among the students and staff; we envision a community where these beliefs and values will be supported and embraced by all of our stakeholders. The realization of this vision will be a future where our students will make positive local, national, and global contributions through the internalization and actualization of life-long academic, social, and emotional development and welfare.

The mission of Miami Norland Senior High School is to provide a quality experience that will educate students to fulfill their roles as responsible, productive citizens who respect individuality, cultural differences, and realize their potential as life-long learners.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Miami Norland Senior High School, taking its name from the community it serves, opened its doors in September of 1958. The school is built on a 16.4 acre campus, located one half mile east of Landshark Stadium, and houses 12 portable classrooms. It can be socio-economically classified as lower-middle to middle class, with an average property assessment of \$185,000 to \$305,000. There are 1,103 students on free or reduced lunch.

#### Unique School Strengths for Next Year

Students at Miami Norland Senior High School have an opportunity to select from a variety of extra-curricular activities and athletic programs, encompassing more than forty clubs and organizations and twenty varsity and junior varsity sports teams. Within the core curriculum, Miami Norland Senior High School encourages rigor, and offers challenging core academic courses, including honors and advanced placement, in the areas of Mathematics, English, Science, and Social Studies. Electives, horizontally aligned with the core curriculum, include Anatomy and Physiology, Journalism, and Web Design. The elective courses provide a combination of academics and real world applications. Miami Norland is also proud of its unique dual enrollment program for Special Education (SPED) students, which takes the form of a collaborative endeavor between our site and post-secondary vocational training at Lindsey Hopkins Technical Education Center, which is a vocational facility operating under the auspices of Miami Dade County Public Schools. The impact of diversity among the students, staff, and faculty of Miami Norland Senior High School is evident in the varied celebrations of culture that have become a part of the traditional school year.

#### Unique School Weaknesses for Next Year

The main disadvantages that may impede Miami Norland Senior High School's success are a lack of resources, a large percentage of FCAT Reading Level one and two students, and budgetary constraints that lead to issues for accommodating the demands of magnet programs. In addition to the aforementioned challenges, Magnet Programs pose a unique difficulty due to scheduling pure Magnet classes. Also, Secondary School Reform is an initiative that has been implemented at Miami Norland Senior High School. It has proved to be a challenging endeavor to fund Secondary School Reform and to recruit the necessary personnel to successfully facilitate the program.

#### Student Demographics

Miami Norland Senior High School's current student population is 1725 and consists of 1% White, 94% African-American, 4% Hispanic, and 1% Other. The school is equally comprised of males and females.

#### Student Attendance Rates

Miami Norland Senior High School's attendance rate remained relatively the same for the past two school years. In 2007-2008, the attendance rate was 92.70%, and in 2008-2009, the attendance rate was 92.30%. In comparison, the Region's attendance rate was 95.56% in 2007-2008 and 95.6% in 2008-2009. The District's average for the 2008-2009 school year was 95.52%.

#### Student Mobility

The mobility rate of the school is currently 37%, a 10% decrease from the 2006-2007 school year.

#### Student Suspension Rates

2006-2007 – Indoor Suspension (395), Outdoor Suspension (357),  
2007-2008 – Indoor Suspension (372), Outdoor Suspension (642),  
2008-2009 - Indoor Suspension (583), Outdoor Suspension (1,068)

#### Student Retention Rates

The retention rate decreased from 19.5 % in 2007-2008 to 3.7% in 2008-2009.

#### Class Size

The average class size in general education classes, ninth through twelfth grade, is 25 students. The teacher to student ratio in general education classrooms, ninth through twelfth grade, is 1 teacher to 23.72 students.

The average class size in inclusion classrooms is 10 students. The teacher to student ratio is 1 teacher to 10 students. In addition, the teacher to student ratio for Students With Disabilities and Varying Exceptionalities is 1 teacher to 17 students. For students with emotional behavior disorders, the teacher to student ratio is 1 teacher to 10 students. For autistic students and the profoundly mentally handicapped, the teacher to student ratio is 1 teacher to 6 students, and the teacher to student ratio for the trainable mentally handicapped is 1 teacher to 13 students.

#### Academic Performance of Feeder Pattern

The Miami Norland Senior High School feeder pattern schools are as follow:

##### •Brentwood Elementary School

2008-2009-

Grade B.

Reading Mastery- 58%, Learning Gains 62%, Lowest 25% Gains 60%

Mathematics Mastery- 67%, Learning Gains 70%, Lowest 25% Gains 67%

Writing Mastery 88%

The total number of students and AYP subgroups (Black and Economically Disadvantaged) made AYP in Reading and Mathematics.

2007-2008-

Grade A.

Reading Mastery- 55%, Learning Gains 66%, Lowest 25% Gains 68%

Mathematics Mastery- 64%, Learning Gains 82%, Lowest 25% Gains 87%

Writing Mastery 88%

The total number of students and AYP subgroups (Black and Economically Disadvantaged) made AYP in Reading and Mathematics.

2006-2007-

Grade D.

Reading Mastery- 46%, Learning Gains 61%, Lowest 25% Gains 50%

Mathematics Mastery- 44%, Learning Gains 59%, Lowest 25% Gains 68%

Writing Mastery 84%

The total number of students and AYP subgroups (Black and Economically Disadvantaged) did not meet AYP in Reading or Mathematics.

##### •Crestview Elementary School

2008-2009

Grade B.

Reading Mastery- 58%, Learning Gains 62%, Lowest 25% Gains 60%

Mathematics Mastery- 67%, Learning Gains 70%, Lowest 25% Gains 67%

Writing Mastery 88%

The school did not meet AYP. In Reading, the total number of students and AYP subgroups (Black and Economically Disadvantaged) met AYP. In Mathematics, the total number of students and the AYP subgroup, Black, met AYP, Economically Disadvantaged did not.

2007-2008-  
Grade C.  
Reading Mastery- 67%, Learning Gains 62%, Lowest 25% Gains 58%  
Mathematics Mastery- 68%, Learning Gains 64%, Lowest 25% Gains 64%  
Writing Mastery 81%  
The total number of students and AYP subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

2006-2007-  
Grade C.  
Reading Mastery- 70%, Learning Gains 65%, Lowest 25% Gains 61%  
Mathematics Mastery- 63%, Learning Gains 58%, Lowest 25% Gains 59%  
Writing Mastery 82%  
The total number of students and AYP subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

•Norland Elementary School  
2008-2009  
Grade B.  
Reading Mastery- 66%, Learning Gains 64%, Lowest 25% Gains 66%  
Mathematics Mastery- 70%, Learning Gains 66%, Lowest 25% Gains 63%  
Writing Mastery 91%  
Norland Elementary School is currently in Correct I status, however, last school year they were in Prevent I status.  
The total number of students and AYP subgroups (Black, English Language Learners, and Economically Disadvantaged) met AYP.

2007-2008-  
Grade B.  
Reading Mastery- 63%, Learning Gains 62%, Lowest 25% Gains 60%  
Mathematics Mastery- 67%, Learning Gains 67%, Lowest 25% Gains 69%  
Writing Mastery 87%  
The school did not meet AYP. In Reading, the ELL AYP subgroup failed to meet AYP, but in Mathematics, all AYP subgroups met AYP.

2006-2007-  
Grade C.  
Reading Mastery- 66%, Learning Gains 58%, Lowest 25% Gains 77%  
Mathematics Mastery- 53%, Learning Gains 56%, Lowest 25% Gains 64%  
Writing Mastery 88%  
The school and the AYP subgroups (Black and Economically Disadvantaged) did not meet AYP.

•Norwood Elementary School  
2008-2009  
Grade A.  
Reading Mastery- 74%, Learning Gains 81%, Lowest 25% Gains 59%  
Mathematics Mastery- 86%, Learning Gains 79%, Lowest 25% Gains 82%  
Writing Mastery 95%  
Norwood Elementary School has maintained a Prevent I status for the past two school years. The school did not meet AYP for the school year or the following AYP subgroup in Reading or Mathematics, Students with Disabilities.

2007-2008-  
Grade A.  
Reading Mastery- 67%, Learning Gains 69%, Lowest 25% Gains 57%  
Mathematics Mastery- 75%, Learning Gains 68%, Lowest 25% Gains 65%  
Writing Mastery 97%  
The school did not meet AYP for the school year. In Reading and Mathematics, Students with Disabilities did not meet AYP.

2006-2007-  
Grade A.  
Reading Mastery- 67%, Learning Gains 61%, Lowest 25% Gains 58%  
Mathematics Mastery- 77%, Learning Gains 75%, Lowest 25% Gains 77%  
Writing Mastery 88%  
The school did not meet AYP; however, all AYP subgroups met AYP in Reading and Mathematics.

•Parkview Elementary School  
2008-2009  
Grade A.  
Reading Mastery- 79%, Learning Gains 73%, Lowest 25% Gains 55%  
Mathematics Mastery- 77%, Learning Gains 79%, Lowest 25% Gains 76%  
Writing Mastery 91%

The total number of students and AYP subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

2007-2008-

Grade A.

Reading Mastery- 62%, Learning Gains 69%, Lowest 25% Gains 67%

Mathematics Mastery- 71%, Learning Gains 80%, Lowest 25% Gains 77%

Writing Mastery 88%

The total number of students and AYP subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

2006-2007-

Grade C.

Reading Mastery- 58%, Learning Gains 69%, Lowest 25% Gains 60%

Mathematics Mastery- 61%, Learning Gains 59%, Lowest 25% Gains 45%

Writing Mastery 73%

The school did not meet AYP. In Reading, Students With Disabilities did not meet AYP; In Mathematics, all subgroups failed to meet AYP.

•Parkway Elementary School

2008-2009

Grade A.

Reading Mastery- 68%, Learning Gains 74%, Lowest 25% Gains 80%

Mathematics Mastery- 69%, Learning Gains 71%, Lowest 25% Gains 77%

Writing Mastery 96%

Parkway Elementary was in a Prevent II status last school year, however this school year; they are in a Prevent I status.

The school met AYP and all subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

2007-2008-

Grade D.

Reading Mastery- 48%, Learning Gains 52%, Lowest 25% Gains 46%

Mathematics Mastery- 53%, Learning Gains 61%, Lowest 25% Gains 57%

Writing Mastery 87%

The school did not meet AYP, nor did the subgroups (Black and Economically Disadvantaged) in Reading and Mathematics.

2006-2007-

Grade B.

Reading Mastery- 59%, Learning Gains 60%, Lowest 25% Gains 55%

Mathematics Mastery- 60%, Learning Gains 72%, Lowest 25% Gains 71%

Writing Mastery 96%

The school met AYP, and all subgroups (Black and Economically Disadvantaged) met AYP in Reading and Mathematics.

•Andover Middle School

2008-2009

Grade D.

Reading Mastery- 57%, Learning Gains 59%, Lowest 25% Gains 68%

Mathematics Mastery- 44%, Learning Gains 38%, Lowest 25% Gains 33%

Writing Mastery 94%

Andover Middle School is at a Prevent II status. The school did not meet AYP, nor did the subgroups (Black and Economically Disadvantaged) in Reading and Mathematics.

•Norland Middle School

2008-2009

Grade C.

Reading Mastery- 47%, Learning Gains 61%, Lowest 25% Gains 77%

Mathematics Mastery- 41%, Learning Gains 63%, Lowest 25% Gains 72%

Writing Mastery 90%

Norland Middle School has been in a Correct I status for the past two years. The school did not meet AYP, nor did the subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.

2007-2008-

Grade C.

Reading Mastery- 50%, Learning Gains 57%, Lowest 25% Gains 66%

Mathematics Mastery- 43%, Learning Gains 63%, Lowest 25% Gains 62%

Writing Mastery 87%

The school did not meet AYP, nor did the subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.

2006-2007-

Grade D.

Reading Mastery- 46%, Learning Gains 54%, Lowest 25% Gains 67%

Mathematics Mastery- 38%, Learning Gains 58%, Lowest 25% Gains 69%

Writing Mastery 82%

The school did not meet AYP, nor did the subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.

•Parkway Middle School  
2008-2009  
Grade D.

Reading Mastery- 36%, Learning Gains 49%, Lowest 25% Gains 68%  
Mathematics Mastery- 34%, Learning Gains 54%, Lowest 25% Gains 61%  
Writing Mastery 82%

The school did not meet AYP, nor did the AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) meet AYP in Reading or Mathematics.

2007-2008-  
Grade C.

Reading Mastery- 37%, Learning Gains 62%, Lowest 25% Gains 77%  
Mathematics Mastery- 35%, Learning Gains 62%, Lowest 25% Gains 75%  
Writing Mastery 89%

The school did not meet AYP, nor did the AYP subgroups, except for Students with Disabilities in Reading.

2006-2007-  
Grade D.

Reading Mastery- 38%, Learning Gains 51%, Lowest 25% Gains 66%  
Mathematics Mastery- 30%, Learning Gains 56%, Lowest 25% Gains 63%  
Writing Mastery 78%

The school did not meet AYP, nor did the AYP subgroups in Reading or Mathematics.

#### Partnerships and Grants

Miami Norland Senior High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, The Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N&D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, 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 Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

Partnerships have been established with Landshark Stadium, Costco, Florida Career College, AHE Financial Aid Corporation, The Army, and North Dade Chamber. These vested stakeholders work in a concerted effort to promote student growth and academic achievement and effective teaching. Additionally, various resources and supplemental materials are donated to Miami Norland Senior High School by the aforementioned companies. These corporations assist with building positive media relations, tutoring, and violence prevention. Additionally, the North Regional Center for Miami Dade County Public Schools provides curriculum support specialists, professional development, resources, and funding.

#### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

#### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					2008-2009 Principal/Miami Norland Senior High- Grade D. Reading Mastery- 20% Mathematics Mastery- 50%. Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.

Principal	Dr. Derick Mckoy	<p>Bachelor of Science in Biology, Florida State University;</p> <p>Masters of Science in Secondary Education, University of Miami;</p> <p>Doctor of Education in Education, Nova Southeastern University</p>	1	10	<p>2007-2008 Principal/Lake Stevens Middle-Grade B. Reading Mastery- 45%, Mathematics Mastery- 63%, Science Mastery- 26% Writing Mastery- 93% In Reading, the total number of students and AYP subgroups (Hispanic and Economically Disadvantaged) met AYP; however the Black AYP subgroup did not. In Mathematics, the total number of students and all AYP subgroups met AYP.</p> <p>2006-2007 Principal/Lake Stevens Middle-Grade C. Reading Mastery- 40%, Mathematics Mastery- 54%, Science Mastery- 26% Writing Mastery- 96% In Reading, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) did not meet AYP. In Mathematics, the total number of students and AYP subgroups met AYP.</p> <p>2005-2006 Principal/Lake Stevens Middle-Grade B. Reading Mastery- 43%, Mathematics Mastery- 54%, Writing Mastery- 92% The AYP status of the school was provisional. In Reading, the total number of students and AYP subgroups (English Language Learners and Students with Disabilities) did not meet AYP. In Mathematics, the total number of students and AYP subgroups (Economically Disadvantaged, Students with Disabilities, and English Language Learners) did not meet AYP.</p> <p>2004-2005 Principal/Lake Stevens Middle-Grade C. Reading Mastery- 33%, Mathematics Mastery- 47%, Writing Mastery- 90% The school did not meet AYP. In Reading, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) did not meet AYP. In Mathematics, the AYP subgroup that met AYP was Hispanics.</p>
Assis Principal	Jamarv Dunn	<p>Bachelors of Science Degree in Business Administration, Florida Memorial University;</p> <p>Masters of Science Degree in Elementary Education, Nova Southeastern University;</p> <p>Educational Leadership Certification</p>	2	6	<p>2008-2009 Vice Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p> <p>2007-2008 Vice Principal/Miami Norland Senior High School Grade F. Reading Mastery- 16% Mathematics Mastery- 42% Science Mastery- 16% Writing Mastery- 80% In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP. In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006-2007 Assistant Principal/Brownsville Middle School Grade F. Reading Mastery- 32% Mathematics Mastery- 29% Science Mastery- 18% Writing Mastery- 89% In Reading, the total number of students and AYP subgroups (Black, Hispanic, Economically Disadvantaged, and Students with Disabilities) did not meet AYP. In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2005-2006</p>

						<p>Assistant Principal/Brownsville Middle School Grade C. Reading Mastery- 34% Mathematics Mastery- 31% Writing Mastery- 86% The school did not meet AYP, nor did the AYP subgroups (Blacks, Hispanics, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p> <p>2004-2005 Assistant Principal/Brownsville Middle School Grade C. Reading Mastery- 24 % Mathematics Mastery- 29% Writing Mastery- 84% The school did not meet AYP, nor did the AYP subgroups (Blacks, Hispanics, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p>
Assis Principal	Try Diggs	<p>Bachelor of Arts in English, Hampton University;</p> <p>Masters of Arts in Secondary English, Nova Southeastern University;</p> <p>Educational Specialist Degree in Educational Leadership, Nova Southeastern University</p>	2	2	<p>2008-2009: Assistant Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p> <p>2007-2008 Assistant Principal/Miami Norland Senior High School Grade F. Reading Mastery- 16% Mathematics Mastery- 42% Science Mastery- 16% Writing Mastery- 80% In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP. In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006-2007 Language Arts/Reading Teacher/School of Applied Technology Grade P. Reading Mastery- 9% Mathematics Mastery- 33% Science Mastery- 30% Writing Mastery- 78% In Reading, the total number of students and AYP subgroups (Hispanic and Economically Disadvantaged) did not meet AYP. In Mathematics, the total number of students and AYP subgroups (Hispanic and Economically Disadvantaged) met AYP.</p> <p>2005-2006 Language Arts/Reading Teacher/School of Applied Technology Grade P. Reading Mastery- 12% Mathematics Mastery- 45% Writing Mastery- 81% The school did not meet AYP. In Reading, the AYP subgroups (Black, Hispanic, and Economically Disadvantaged) did not meet AYP; however, in Mathematics, the AYP subgroup (Hispanic), did meet AYP.</p> <p>2004-2005 Language Arts/Reading Teacher/School of Applied Technology Grade D. Reading Mastery- 15% Mathematics Mastery- 51% Writing Mastery- 86% The school did not meet AYP. In Reading, the AYP subgroups did not meet AYP; however in Mathematics, the AYP subgroup (Economically Disadvantaged) met AYP.</p>	
						<p>2008-2009: Assistant Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p>

	Assis Principal	Reginald Lee	<p>Bachelor of Science Degree in Sociology, Florida State University;</p> <p>Masters of Science Degree in Mathematics Education, Nova Southeastern University;</p> <p>Educational Leadership Certification</p>	2	3	<p>2007-2008 Assistant Principal/Miami Norland Senior High School Grade F. Reading Mastery- 16% Mathematics Mastery- 42% Science Mastery- 16% Writing Mastery- 80% In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP. In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006- 2007 Assistant Principal/Highland Oaks Middle School Grade A. Reading Mastery- 69% Mathematics Mastery- 70% Science Mastery- 18% Writing Mastery- 91% In Reading, the total number of students and AYP subgroups (White, Black, Hispanic, Economically Disadvantaged, and English Language Learners) met AYP; however, Students with Disabilities did not. In Mathematics, the total number of students and AYP subgroups (White, Black, Hispanic, Economically Disadvantaged, and English Language Learners) met AYP; however, Students with Disabilities did not.</p> <p>2005-2006 Mathematics Teacher/North Miami Middle School Grade C. Reading Mastery-37% Mathematics Mastery- 37% Writing Mastery- 79% The school did not meet AYP. In Reading, the AYP subgroups (Black and Students with Disabilities) met AYP; however, in Mathematics, all AYP subgroups (Black, Hispanics, Economically Disadvantaged, ELL, and SWD) failed to meet AYP.</p> <p>2004-2005 Mathematics Teacher/North Miami Middle School Reading Mastery- 29% Mathematics Mastery- 34% Writing Mastery- 68% The school did not meet AYP. Students in the AYP subgroups did not meet AYP in Reading or Mathematics.</p>
						<p>2008-2009 Assistant Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p> <p>2007-2008 Assistant Principal/John F. Kennedy Middle School Grade A. Reading Mastery- 71% Mathematics Mastery- 70% Science Mastery- 47% Writing Mastery- 95% In Reading, the total number of students and AYP subgroups (White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities) met AYP; however, English Language Learners did not. In Mathematics, the total number of students and AYP subgroups (White, Hispanic, and Economically Disadvantaged) met AYP, however Black, English Language Learners, and Students with Disabilities Act did not.</p> <p>2006-2007 Assistant Principal/John F. Kennedy Middle School Grade B. Reading Mastery- 60% Mathematics Mastery- 60% Science Mastery- 41% Writing Mastery- 93%</p>



						<p>In Reading, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not.</p> <p>In Mathematics, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not.</p> <p>2005-2006 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 15% Mathematics Mastery- 37% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p> <p>2004-2005 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 13% Mathematics Mastery- 36% Writing Mastery- 81% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p> <p>2008-2009 Assistant Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p> <p>2007-2008 Assistant Principal/John F. Kennedy Middle School Grade A. Reading Mastery- 71% Mathematics Mastery- 70% Science Mastery- 47% Writing Mastery- 95% In Reading, the total number of students and AYP subgroups (White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities) met AYP; however, English Language Learners did not. In Mathematics, the total number of students and AYP subgroups (White, Hispanic, and Economically Disadvantaged) met AYP, however Black, English Language Learners, and Students with Disabilities Act did not.</p> <p>2006-2007 Assistant Principal/John F. Kennedy Middle School Grade B. Reading Mastery- 60% Mathematics Mastery- 60% Science Mastery- 41% Writing Mastery- 93% In Reading, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not. In Mathematics, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not.</p> <p>2005-2006 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 15% Mathematics Mastery- 37% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p>
	Assis Principal	Peter Melton	Bachelor of Arts Degree and Masters of Arts Degree in Hospitality Management, Florida International University;  Educational Leadership	1	3	

					<p>2004-2005 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 13% Mathematics Mastery- 36% Writing Mastery- 81% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p> <p>2008-2009 Assistant Principal/Miami Norland Senior High School Grade D. Reading Mastery- 20% Mathematics Mastery- 50% Science Mastery- 19% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP.</p> <p>2007-2008 Assistant Principal/John F. Kennedy Middle School Grade A. Reading Mastery- 71% Mathematics Mastery- 70% Science Mastery- 47% Writing Mastery- 95% In Reading, the total number of students and AYP subgroups (White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities) met AYP; however, English Language Learners did not. In Mathematics, the total number of students and AYP subgroups (White, Hispanic, and Economically Disadvantaged) met AYP, however Black, English Language Learners, and Students with Disabilities Act did not.</p> <p>2006-2007 Assistant Principal/John F. Kennedy Middle School Grade B. Reading Mastery- 60% Mathematics Mastery- 60% Science Mastery- 41% Writing Mastery- 93% In Reading, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not. In Mathematics, the total number of students and AYP subgroups (Black, Hispanic, and Economically Disadvantaged) met AYP; however, English Language Learners and Students with Disabilities did not.</p> <p>2005-2006 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 15% Mathematics Mastery- 37% Writing Mastery- 73% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p> <p>2004-2005 Mathematics Teacher/Miami Norland Senior High School Grade D. Reading Mastery- 13% Mathematics Mastery- 36% Writing Mastery- 81% The school did not meet AYP, nor did the AYP subgroups (Blacks, Economically Disadvantaged, and Students with Disabilities) meet AYP.</p>
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
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Reading	Hope Grant	Elementary Education 1-6, Reading K-12, ESE K-12	7	1	<p>2008-2009/Reading Coach Miami Norland Senior High School Grade D. Reading Mastery- 20% Learning Gains- Reading 40%, Lowest 25% Gains- Reading 51%, The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.</p> <p>2007-2008/Miami Norland Senior High School Reading Teacher Grade F. Reading Mastery- 16% Learning Gains- Reading 37%, Lowest 25% Gains- Reading 44%, In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP.</p> <p>2006-2007/Miami Norland Senior High School Reading Teacher Grade F. Reading Mastery- 14% Learning Gains- Reading 36%, Lowest 25% Gains- Reading 49%, In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP.</p>
Reading	Vernatta Lee	English 6-12, Reading K-12, Educational Leadership (All Levels)	2	2	<p>2008-2009/Reading Coach Miami Norland Senior High School Grade D. Reading Mastery- 20% Learning Gains- Reading 40%, Lowest 25% Gains- Reading 51%, The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.</p> <p>2007-2008/Miami Norland Senior High School Reading Coach Grade F. Reading Mastery- 16% Learning Gains- Reading 37%, Lowest 25% Gains- Reading 44%, In Reading, the total number of students and AYP subgroups (Black, Economically Disadvantaged, and Students with Disabilities) did not meet AYP.</p> <p>2006-2007/Reading Teacher Hialeah-Miami Lakes High School Grade F. Reading Mastery- 25% Learning Gains- Reading 42%, Lowest 25% Gains- Reading 49%, In Reading, the total number of students and AYP subgroups (Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities) did not meet AYP.</p>
Mathematics	Josephine Galloway	Mathematics 5-9, Educational Leadership (All Levels)	2.5	1	<p>2008-2009/Mathematics Coach Miami Norland Senior High School Grade D. Mathematics Mastery- 50% Learning Gains- Mathematics 73% Lowest 25% Gains- Mathematics 75% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.</p> <p>2007-2008/Miami Norland Senior High School Test Chairperson Grade F. Mathematics Mastery- 42% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 72% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006-2007/Miami Norland Senior High School Test Chairperson Grade F.</p>

					<p>Mathematics Mastery- 39% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 71% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p>
Mathematics	Cleveland Roberts	<p>Work Experience 7-12, Bookkeeping 7-12, Mathematics 5-9, ESE K-12</p>	9	1	<p>2008-2009/Mathematics Coach Miami Norland Senior High School Grade D. Mathematics Mastery- 50% Learning Gains- Mathematics 73% Lowest 25% Gains- Mathematics 75% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.</p> <p>2007-2008/Miami Norland Senior High School Mathematics Teacher Grade F. Mathematics Mastery- 42% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 72% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006-2007/Miami Norland Senior High School Mathematics Teacher Grade F. Mathematics Mastery- 39% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 71% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p>
Mathematics	Paul Williams	Mathematics 5-9	3	1	<p>2008-2009/Mathematics Coach Miami Norland Senior High School Grade D. Mathematics Mastery- 50% Learning Gains- Mathematics 73% Lowest 25% Gains- Mathematics 75% The school did not meet AYP, nor did the AYP subgroups (Black and Economically Disadvantaged) meet AYP in Reading and Mathematics.</p> <p>2007-2008/Miami Norland Senior High School Mathematics Teacher Grade F. Mathematics Mastery- 42% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 72% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p> <p>2006-2007/Miami Norland Senior High School Mathematics Teacher Grade F. Mathematics Mastery- 39% Learning Gains- Mathematics 67% Lowest 25% Gains- Mathematics 71% In Mathematics, the total number of students and AYP subgroups did not meet AYP.</p>
Science	Arles Carballo	<p>Biology 9-12, Chemistry 9-12</p>	25	1	<p>Science Arles Carballo Biology 9-12, Chemistry 9-12` 25 1 2008-2009/Science Coach Miami Norland Senior High School Grade D. Science Mastery- 19%</p> <p>2007-2008/Miami Norland Senior High School Science Teacher Grade F. Science Mastery- 16%</p> <p>2006-2007/Miami Norland Senior High School Science Teacher Grade F. Science Mastery- 14%</p>

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
2. Participating in Job Fair	Assistant Principal	Ongoing	
3. Soliciting referrals from current employees	Principal	Ongoing	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Katrina L. Minus	Business Education 6-12	Liberal Arts Math	For the 2009-2010 school year, Ms. Minus will teach classes that are aligned with her area of certification.
Tashara West	Social Science 6-12	Cognitive Linguistic Skills	Ms. West will be paired with Ms. Simpson. Additionally, Ms. West will participate in various professional development activities that will build her capacity as a teacher.
Serita Napoleon	English 6-12	Intensive Reading	Ms. Napoleon will receive the following professional development sessions at the beginning of the school year: "Unwrapping the Benchmarks" and "Item Specifications." Ms. Napoleon will also be paired with the 9th grade Reading Coach. She is currently working on her Reading Endorsement and will be finished by August 2010.
Barbara A. Dunbar	ESE K-12	Intensive Reading English I, English II	Ms. Dunbar will receive Edge training and attend the following professional development sessions at the beginning of the school year: "Unwrapping the Benchmarks" and "Item Specifications." She is currently working on her Reading Endorsement and will be finished by August 2010.
Christine Scheets	English 6-12	Intensive Reading	Ms. Scheets will receive Edge training and attend the following professional development sessions at the beginning of the school year: "Unwrapping the Benchmarks" and "Item Specifications." She will begin courses for her Reading Endorsement in the Fall of 2009, and she hopes to complete her coursework by December 2010.
Lamond M. Morrison	ESE K-12 ESOL K-12	Earth/Space Science, World History	Mr. Morrison will be paired with Mr. Carballo, Science Coach. Mr. Morrison will obtain his Science and History certifications by June 2010.
Derrick J. Johnson	Social Science 6-12	Debate I, Debate II	Dr. Johnson is a professional educator who will complete his certification by January 2010.
Vernon L. Ford	Mathematics 5-9	Advanced	Mr. Ford will be paired with a Reading Coach and will enroll in classes to receive his Reading Endorsement in the Fall of 2009.
Tacoma Foster	English 5-9, ESOL Endorsed, Reading Endorsed	English III	Ms. Foster will be working directly with the Reading Coaches, Ms. Grant and Ms. Lee, and the Language Arts Department Chairperson. She will obtain

			certification in English 6-12 by June 2010.
Mootchie Jacques-Alcin	Social Science 6-12	Drama I, Drama II, Acting I, Acting II	Ms. Jacques-Alcin will be paired with Dr. Quintiliani, Fine Arts Department Chairperson, and will complete her certification in Drama by June 2010.
Maria Saiz-Conde	ESOL K-12	English I Through ESOL, English II Through ESOL, English III Through ESOL, Developmental Language Arts ESOL, English IV Through ESOL	Ms. Saiz-Conde will be paired with the Language Arts Department Chairperson and will enroll in classes to receive her certification by January 2010.
Eric J. Mohr	Mathematics 6-12	Advanced Placement Physical Science	Mr. Mohr will be paired with Mr. Carballo, Science Coach, and will begin taking courses for certification in Science by December 2010.

### Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
127	12	41	35	39	56	66	10	1	9

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ms. Janeka Butler	Ms. Mootchie Jacques-Alcin	Ms. Alcin is working towards completing her certification in drama, and she is paired with Ms. Butler who is a veteran performing arts instructor who is an approved MINT Mentor.	Ms. Butler and Ms. Alcin will meet bi-weekly. Ms. Butler will be given release time to observe Ms. Alcin in a classroom setting, and she will assist her with time management for school performances.
Mr. Tarrence Holmes	Mr. Eric J. Mohr	Mr. Mohr is a beginning teacher, and he is paired with Mr. Holmes who is the Mathematics Department Chairperson and a veteran teacher.	Mr. Holmes and Mr. Mohr will meet bi-weekly. Mr. Holmes will be afforded release time to observe Mr. Mohr in a classroom setting. Mr. Holmes will assist Mr. Mohr with lesson planning, classroom management techniques, and the use of evidence based strategies to enhance student achievement. Mr. Holmes will also enlist the assistance of the Mathematics Coach(es) for modeling lessons and providing feedback.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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 need while working with district personnel to identify appropriate, evidence based intervention strategies; assists 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

The school 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.

#### Title I, Part D

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

#### Title II

The District 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 Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent Outreach Activities (K-12)
- Behavioral/mental counseling services (K-12)
- Professional Development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K-12)
- ELL student participation in the citizenship mentoring/accluturation program provided by the Close Up for New Americans Program (9-12)
- Reading and supplementary instructional materials (K-12)
- 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 and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- 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 and awareness campaign throughout all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, a community organization.

#### 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

#### Nutrition Programs

- 1) The school 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

Head Start Programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK Program is provided at Head Start sites.

#### Adult Education

High School completion courses are available to all eligible Miami Norland Senior High School students in the evening based on the 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 become academy program completers and have a better understanding and appreciation of the postsecondary 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 postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

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

Readiness for postsecondary pursuits will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

By promoting Career Pathways and Programs of Study, students will become academy program completers 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 Word and Industry certifications.

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

#### 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' schedule as part of our goal to empower parents and build their capacity for involvement.

##### School Improve 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, 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.

#### Response to Instruction/Intervention (RtI)

##### School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.

RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;



- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
  - Team members who will work to build staff support, internal capacity, and sustainability over time.
- The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- School reading, mathematics, science, and behavior specialists
  - Special education personnel
  - School guidance counselor
  - School psychologist
  - School social worker
  - Member of advisory group
  - Community stakeholders

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

- The RTI team will meet every other week to engage in the following activities:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
    - What will all students learn? (curriculum based on standards)
    - How will we determine if the students have learned? (common assessments)
    - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
    - How will we respond when students have learned or already know? (enrichment opportunities)
  2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
  3. Hold regular team meetings
  4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
  5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
  6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
  7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan

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

#### RTI Implementation

Describe the data management system used to summarize tiered data.

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 Assessment
    - Interim Assessments
    - 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 RTI.

- The district professional development and support will include:
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

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

#### Reading

In Reading, 22% of ninth grade students and 12% of tenth grade students achieved mastery.

Strengths: In ninth grade, the highest scoring content clusters are Comparisons (63%) and Main Idea/Purpose (58%). In tenth grade, the highest scoring content cluster is Main Idea/Purpose (53%).

Weaknesses: In ninth grade, the lowest scoring content cluster is Reference/Research (44%), and the lowest scoring content cluster in tenth grade is Words/Phrases, Comparisons, and Reference/Research, all at a 50% average correct.

#### Mathematics

In Mathematics, 44% of ninth grade students and 47% of tenth grade students achieved mastery.

Strengths: In ninth grade, the highest scoring content cluster is Data Analysis (50%). In tenth grade, students did not exhibit mastery in any of the 5 clusters; however, they improved by 7% in Algebraic Thinking (43%) on the 2009 administration of the FCAT. In addition, they maintained the performance from the previous year in Number Sense (45%), Geometry (29%), and Data Analysis (36%).

Weaknesses: In ninth grade, the lowest scoring content clusters are Measurement (29%), Number Sense (38%), and Algebraic Thinking (40%). In tenth grade, the lowest scoring content clusters are Geometry (29%), Data Analysis (36%), Algebraic Thinking (43%), Measurement (40%), and Number Sense (45%).

#### Writing

In writing, 73% of students met mastery.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The development of Instructional Focus Calendars (IFCs) for reading, writing, mathematics, and science are based on district pacing guides, data derived from the 2009 administration of the FCAT, and District Interim Assessment results. They will be devised and first implemented in August 2009 and will be updated throughout the school year as determined by disaggregated data from the August Baseline Assessment, October District Interim Assessment, December District Interim Assessment, and April District Interim Assessment.

Teachers will implement the use of the IFC through the development of benchmark specific lessons and the facilitation of differentiated, small group instruction. The duration of instruction for each benchmark will be determined by the time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing. As a result, students will be allowed an opportunity to practice, be assessed, and receive remediation or enrichment.

The administration, school-site curriculum coaches, and region support personnel will implement a regular, rotation of classroom visits to ensure utilization of the IFC. In addition, the administration will monitor teacher data and hold regular data chats with teachers and the appropriate subject-area support coaches. Coaches will have grade-level and/or subject area responsibilities but will also be assigned to work with teachers who exhibit signs of struggling with IFC implementation.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

#### Reading:

Ninth Grade – Reference/Research (44%) and Words/Phrases (56%) are the least proficient strands and will be given priority focus.

Tenth Grade- Reference/Research (50%) and Comparisons (50%) are the least proficient strands and will be given priority focus.

#### Mathematics:

Ninth Grade – Measurement (29%) and Number Sense (38%) are the least proficient strands and will be given priority focus.

Tenth Grade – Geometry (29%) and Data Analysis (36%) are the least proficient strands and will be given priority focus.

#### Writing:

Support and Organization are the least proficient strands and will be given priority focus.

#### Science: -

Physical/Chemical (38%) and Life/Environmental (43%) are the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Teachers will utilize disaggregated data from the 2009 administration of the FCAT and results from District Interim Assessments to redirect classroom instruction and place students in flexible, differentiated groups. In addition, teachers will participate in regular data chats with the administrative team and curriculum coaches to ensure that students' needs are being met.

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

Applied and integrated courses are offered through elective courses in art, business, technology, and career study via the various academies and the magnet program to help students bridge the gap between the classroom and the workforce. The academies include The Academy of Hospitality and Tourism, The Academy of Performing and Visual Arts, The Academy of Law and Public Safety, and The Academy of Teaching Professions.

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?

Academic and career planning are used to engage students in developing a personally meaningful course of study. Once students have decided on an academy, course selection is tailored to fit the students' academic needs. The Magnet Program and academies have internship opportunities built into the programs for the students to apply its academic experiences to the real world. In addition, the Freshman Academy, as a component of their curriculum, implemented thematic units based on career planning, sponsored an annual college tour of colleges and universities, and addressed real-world tasks through a mandatory Inquiry Skills course.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lesson plans are devised based on the appropriate grade level and/or subject area. Instructional delivery is aligned through departmental/grade level discussions about "best practices."  
Teachers meet monthly for departmental meetings and/or grade-level meetings to share best practices and resources.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by the curriculum coaches for reading, writing, mathematics, and science based on disaggregated data from district interim assessments that are administered in August, October, December, and April. The lessons are aligned to the benchmarks, but in addition, mini-lessons will also be devised to target deficient areas. Teachers will employ effective strategies for instruction which will include, but are not limited to, modeling the thinking process (think-alouds); employing higher order questioning techniques; using graphic organizers and/or manipulatives, and varying methods of delivery from lecture to small group instruction.

How will instructional focus lessons be revised and monitored?

Data results from informal, teacher-made assessments and district quarterly assessments will be utilized to revise or redirect classroom instruction of focus lessons. In addition, the administration will conduct walkthroughs and the curriculum coaches will participate in "push-ins" and model lessons to ensure the fidelity of the use of focus lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Students are assessed through district interim assessments, monthly benchmark assessments, alternative assessments for predetermined students, and various subject area program assessments.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Assessments are used to identify students reaching mastery and non mastery through the collection and disaggregation of data from Edusoft. Mastery has been identified at 70% or higher or as satisfactory progress.

## Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The Instructional Focus Calendar is aligned to the district's pacing guide with the systematic addition of non-mastered benchmark clusters derived from assessment data. Through the implementation and use of the Florida Continuous Improvement Model, teachers will re-teach, remediate, and re-assess students in an effort for students to attain mastery of weak benchmarks.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers, coaches, department chairpersons, and subject-area administrators meet once a month formally, by department, to review progress monitoring data from assessments. In addition, the administration facilitates data chats through our data response protocol, which is used to guide discussions, after every administration of a district interim assessment or monthly mini assessment.

## Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Instructional Leadership Team will meet weekly in an effort to discuss and ascertain the strengths and weaknesses of each department. In addition, recommendations will be made for the best intervention methods to counteract low student benchmark performance. Teachers will be provided with resources to ensure the effective implementation of academic programs. Administrators, curriculum coaches, and district support personnel will conduct classroom visits to monitor the effectiveness of instruction based on data collection from various sources. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

## ACT

### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

#### Reading:

The state-adopted core programs implemented in the 2008-2009 school year for ninth and tenth grade reading courses are Hampton- Brown Edge, Online Reading Coach (Intensive Reading +), and Jamestown Reading Navigator (Intensive Reading). In addition, intensive instruction and interventions were provided through supplemental activities such as the Saturday Success Academy, afterschool tutorial sessions, and small-group instruction taught by interventionists, curriculum support personnel, and reading coaches in the form of pull-out and push-in sessions.

#### Mathematics:

Higher order thinking FCAT formatted activities will be developed based on specified benchmarks and delivered through lecture, small-group instruction, hands-on activities and individual practice. Math coaches will provide assistance to classroom teachers and assist with small group instruction via push-ins. Also, tutorials will be recommended to students who are showing non-mastery on a consistent basis.

#### Writing:

All tenth grade students are assigned to a Creative Writing Class. Creative Writing teachers will assess students three times throughout the school year with prompts from Write Score Inc. The data from Write Score Inc. will be utilized to facilitate regular data chats, redirect classroom instruction and provide remediation and enrichment.

#### Science:

Higher order thinking FCAT formatted activities will be developed based on specified benchmarks and delivered through lecture, small-group instruction, hands-on activities and individual practice. The Science Coach will provide assistance to classroom teachers and assist with small group instruction via push-ins. Also, tutorials will be recommended to students who are showing non-mastery on a consistent basis. In addition, students will be exposed to GIZMOS and Essential Labs.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and intensive instruction/interventions are based on data disaggregation from the Florida Comprehensive Assessment Test and district assessments. Data is reviewed by subject, grade-level, and cluster strands to differentiate the lessons that students will receive in each subject area. A subsequent assessment is administered to ascertain if students have mastered the non-mastered benchmark(s).

How does the school identify staff's professional development needs to improve their instructional strategies?

Professional development needs are gleaned through needs assessment surveys submitted by teachers in departmental meetings. Additional professional development opportunities are devised based on feedback from the administrative team and recommendations from region, district, and state support personnel.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students in all sub-groups scoring levels 1 and 2 on the FCAT, the lowest 35% in reading and mathematics, and all students who regress or show non-mastery on district interim assessments will be targeted for supplemental and intensive instruction/intervention.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of interventions will be measured throughout the school year by performance on subsequent assessment tools.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in Honors/Gifted classes. In addition, teachers utilize computer based instructional programs (e.g. FCAT Explorer, Riverdeep, Cognitive Tutor, Reading Plus, Gizmos), project-based activities, and research for further understanding.

Describe how students are identified for enrichment strategies.

FCAT data, as well as district interim assessment results that demonstrate consistent mastery of the tested benchmarks, are used to identify students for enrichment activities and/or strategies.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
10th Grade Reading Literacy	Vernatta Lee-Reading Coach	Once a month	Wednesdays After School	To improve the percentage of 10th grade students reaching mastery through lesson study and data analysis
11th Grade Essential Labs	Arles Carballo-Science Coach	Once a month	Wednesdays After School	To improve the overall percentage of 11th grade students reaching mastery through journal article study and data analysis.
Higher Order Thinking Strategies	Tarrence Holmes-Mathematics Department Chairperson	Once a month	Wednesdays After School	To improve student achievement overall in ninth and tenth grade mathematics classes.

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

### Postsecondary Transition

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

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. 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, surviving 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 achievement, personal/social development, career, and health/community awareness 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 Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>In grades 9-10, 20% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a 4 percentage point increase from the 16% of students who achieved mastery on the 2008 administration of the FCAT Reading Test.</p> <p>Based on the 2009 administration of the FCAT Reading Test, ninth grade students exhibited a decrease in proficiency for cluster IV, Reference/Research, from 56% in 2008 to 44% correct in 2009.</p> <p>Based on the 2009 administration of the FCAT Reading Test, tenth grade students exhibited a decrease in proficiency for cluster I, Words/Phrases, from 56% in 2008 to 50% correct in 2009. In addition, tenth grade students' level of mastery has been stagnant for the past two years in Clusters II &amp; III, Main Idea, Plot, and Purpose (53%) and Comparisons (50%).</p>	<p>Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.</p> <p>Given instruction using the Sunshine State Standards, students in the Black subgroup, (19%), will increase their current level of proficiency to 72% on the administration of the 2010 FCAT Reading Test.</p> <p>Given instruction using the Sunshine State Standards, students in the subgroup, Economically Disadvantaged (20%), will increase their current level of proficiency to 72% on the 2010 FCAT Reading Test.</p> <p>Given instruction using the Sunshine State Standards, students in the subgroup, Students with Disabilities (0%), will increase their current level of proficiency to 72% on the 2010 FCAT Reading Test.</p>

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Design and implement an Instructional Focus Calendar that is aligned with the district's pacing guide and simultaneously addresses the school's ongoing weak and stubborn benchmarks throughout the course of the school year.	Assistant Principal for Curriculum (APC), Reading Coaches, & Department Chairperson	Administrators will monitor the implementation of the IFC through classroom walkthroughs and observations. Reading Coaches will meet with teachers to assist them with utilizing the IFC to develop daily lesson plans and effective intervention strategies	<ul style="list-style-type: none"> <li>Classroom Walkthrough Logs</li> <li>Instructional Focus Calendar – Hard Copy</li> <li>Teacher Lesson Plans</li> <li>Debriefing Protocol Forms</li> </ul>
2	Ninth and tenth grade teachers will employ the use of Hampton-Brown Edge for Intensive Reading + students and Jamestown Reading Navigator for Intensive Reading students with fidelity. Each program has cluster specific lessons, practice activities, and assessments embedded in them. Teachers can further infuse remedial lessons for deficient clusters through Differentiated Instruction in a small-group setting.	Administrators, Reading Coaches, & Department Chairperson	Administrators will conduct walkthroughs and/or observations to ascertain if teachers are using the reading programs with fidelity.	<ul style="list-style-type: none"> <li>Hampton-Brown Edge and Jamestown Reading Navigator Program Assessment Reports</li> <li>District Interim Assessment Reports (Edusoft Reports)</li> <li>Teacher Lesson Plans</li> </ul>
3	Ninth and tenth grade Reading/Language Arts teachers will utilize common mini-lessons for the first 15 minutes of class to target deficient areas:	Administrators, Reading Coaches, & Department Chairperson	The administrators will monitor the data from District Interim Assessments, monthly school-wide assessments, &	Administrators will conduct walkthroughs and/or observations to monitor the implementation of the mini-lessons at the beginning of the period.

	Ninth- Cluster IV, Reference/Research Tenth - Cluster I, Words/Phrases, Cluster II, Main Idea, Plot, and Purpose, and Cluster III, Comparisons.		classroom walkthrough logs.	
4	Science & Social Studies teachers will infuse lessons for the targeted benchmarks through "Do Now" activities at the beginning of the period: Ninth- Social Studies, Reference/Research and Tenth- Science, Words/Phrases provided by the Reading Coaches.	Administrators, Reading Coaches, & Department Chairperson	Administrators will look for evidence of Do Nows being implemented during observations and/or walkthroughs	<ul style="list-style-type: none"> <li>Data from District Interim Assessments,</li> <li>Monthly School-wide Assessments,</li> <li>Classroom Walkthrough Logs</li> <li>Teacher Lesson Plans</li> </ul>
5	A tutorial program will be implemented and monitored to assist the students in this subgroup with acquiring mastery of deficient clusters. Highly qualified teachers will provide remediation for these students, and incentives will be provided to increase enrollment and participation in this afterschool tutorial program.	Administrators & Reading Coaches	Maintain records of students in the Economically Disadvantaged subgroup attending the tutorial sessions	<ul style="list-style-type: none"> <li>Data from District Interim Assessments</li> <li>Monthly School-wide Assessments</li> <li>Pre &amp; Post Assessments for the tutorial program</li> <li>Student work folders</li> </ul>
6	Reading Coaches will devise a pull-out or push-in schedule to service students with disabilities that are deficient in specific cluster areas. The students will receive remediation through differentiated instruction while in their reading classes or through structured pull-out sessions.	Administrators & Reading Coaches	Administrators will conduct walkthroughs and/or observations and meet with Reading Coaches weekly to review Reading Coach classroom visitation schedules and logs	<ul style="list-style-type: none"> <li>Data from District Interim Assessments</li> <li>Monthly School-wide Assessments</li> <li>Copies of pull-out/push-ins schedules</li> </ul>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Data Debriefing Protocol training will be provided to strengthen the teachers' use of data analysis to address deficiencies.	Reading Coaches	August 2009	The administrators and Reading Coaches will participate in Data Chats and monitor student-teacher data chat sessions.	Administrators & Reading Coaches
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Implementation of the Instructional Focus Calendar (IFC) in conjunction with the Florida Continuous Improvement Model (FCIM)	Reading Coaches	August 2009/ Ongoing	The administrators and Reading Coaches will conduct strategic classroom visits and walkthroughs to monitor implementation of the IFC.	Administrators & Reading Coaches
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Strategies for teaching Reference/Research (Unwrapping the Benchmarks) (Ninth Grade)	Reading Coaches or District Curriculum Support Personnel for Reading	Ongoing	The Reading Coaches will provide modeling of the targeted strategies in Reading classes and participate in walkthroughs with the APC.	Administrators & Reading Coaches
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve	Strategies for teaching Words/Phrases (Unwrapping the Benchmarks)	Reading Coaches or District Curriculum Support	Ongoing	The Reading Coaches will provide modeling of the targeted strategies in Reading classes and participate in	Administrators & Reading Coaches



mastery on the 2010 FCAT Reading Test.	(Tenth Grade)	Personnel for Reading		walkthroughs with the APC.	
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Hampton-Brown Edge Training & Jamestown Reading Navigator Training	Hampton-Brown Edge and Jamestown Reading Navigator Facilitators	August 2009/ Ongoing	The Reading Coaches will provide assistance with planning and implementation of program lessons, and the administrators will conduct walkthroughs to monitor implementation of the reading programs with fidelity.	Administrators & Reading Coaches
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Building Teacher Capacity	Reading Coaches	Ongoing	In an effort to support reading across the curriculum, the Reading Coaches will provide modeling, mentoring, and professional development for Reading, Language Arts, Science, Social Studies, and Physical Education/Fine Arts teachers throughout the school year.	Administrators & Reading Coaches

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for 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 2009-2010 school year are:

- Question Answer Relationships (QAR)
- Reciprocal Teaching
- Two/Three Column Notes
- The use of various graphic organizers.

In addition to the professional development sessions and follow-up sessions, a school-wide independent reading time will be implemented. This initiative will begin on Monday, September 14, 2009, and will continue throughout the school year. Students will be required to read the first 15 minutes of class on designated days by department. Incentives will be offered to encourage students to participate on a consistent basis. The administrators, reading coaches, and department chairpersons will be responsible for monitoring the implementation of strategies from professional development sessions and teachers and students continued participation in the school-wide reading initiative.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hampton Brown-Edge & Jamestown Reading Navigator	District Funds	\$28,000.00
Amsco Preparation Workbooks & Supplemental Reading Skills Practice Materials	Title I, Region Supported	\$5,000.00
		Total: \$33,000.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Test Maker	Title I, Region Supported	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$43,000.00		

# Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.</p> <p>Based on the 2009 administration of the FCAT Mathematics Test, ninth grade students exhibited a decrease in proficiency for cluster I, Number Sense, Concepts and Operations, from 50% in 2008 to 38% correct in 2009. In addition, ninth grade students have remained stagnant in Cluster II, Measurement (29%), for the past 5 years.</p> <p>Based on the 2009 administration of the FCAT Mathematics Test, tenth grade students have remained stagnant in Cluster I, Number Sense (45%), Cluster III, Geometry and Spatial Sense (29%), and Cluster V, Data Analysis and Probability (36%) for the last two years.</p>		<p>Given instruction using the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test</p> <p>Given instruction using the Sunshine State Standards, 74% of Economically Disadvantaged students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test</p> <p>Given instruction using the Sunshine State Standards, 74% of Black students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize FCIM to identify students needing intervention and enrichment	Mathematics Administrator & Mathematics Coach	Classroom visits by administrators	Progress Monitoring of District Interim Assessments and monthly assessments (Edusoft Reports)
2	Utilize coaches to debrief, plan, and monitor assessment data with classroom teachers.	Mathematics Administrator & Mathematics Coach	Coaching, modeling, and mentoring by Mathematics Coach	Debriefing Protocol Forms
3	Utilize differentiated instruction to target students who exhibit deficiencies in specific clusters in their Intensive Mathematics classes: Ninth- Cluster I, Number Sense and Cluster II Measurement Tenth – Cluster I, Number Sense, Cluster III, Geometry and Spatial Sense, and Cluster V, Data Analysis and Probability	Administrators, Mathematics Coach, & Department Chairperson	The administrators will progress monitor District Interim Assessment results and monthly school-wide assessment results.	Administrators will conduct walkthroughs and/or observations and meet with Mathematics Coaches weekly to review Mathematics Coach classroom visitation schedules and logs. Administrators will also review teacher lesson plans
4	Incorporate a schedule of common, critical thinking, standards based mini-lessons on the Instructional Focus Calendar (IFC) for 9th and 10th grade Intensive Mathematics classes. Ninth Grade Focus: Number Sense and Measurement Tenth Grade Focus: Number Sense, Geometry, and Data Analysis	Mathematics Administrator & Mathematics Coach	Administrator & Mathematics Coach will monitor classroom instruction and implementation of the mini-lessons.	<ul style="list-style-type: none"> <li>Progress Monitoring of District Interim Assessments and monthly assessments (Edusoft Reports)</li> <li>Instructional Focus Calendar</li> <li>Classroom Walkthrough Logs</li> <li>Teacher Lesson Plans</li> </ul>
5	Implement a remedial program where Black students are enrolled in FCAT Explorer to address cluster deficiencies by grade level.	Administrators, Mathematics Coach, & Department Chairperson	Maintain records of students in the Black subgroup attending the remedial program.	<ul style="list-style-type: none"> <li>FCAT Explorer Usage Reports</li> <li>Pre/Post Assessment</li> <li>Student work folders</li> </ul>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Data Debriefing Protocol training will be provided to strengthen the teachers' use of data analysis to address deficiencies.	Mathematics Coaches	August 2009	The administrators and Mathematics Coaches will participate in Data Chats and monitor student-teacher data chat sessions.	Mathematics Administrator , Mathematics Coaches
Given instruction using the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Implementation of the Instructional Focus Calendar (IFC) in conjunction with the Florida Continuous Improvement Model (FCIM)	Mathematics Coaches	August 2009	The administrators and Mathematics Coaches will conduct strategic classroom visits and walkthroughs to observe implementation of the IFC.	Mathematics Administrator, Mathematics Coaches

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Amsco Preparation Workbooks	District Funds	\$5,000.00
Mathematics Manipulatives	Title I, Region Supported	\$2,500.00
		Total: \$7,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Riverdeep Software	District Funds, State Funds	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Unwrapping the Benchmarks	Title I Funds, Region Supported	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$17,500.00

End of Mathematics Goal

Science Goal

Needs Assessment:	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 Science FCAT data, 19% of 11th grade students achieved level 3 and above. This represents an increase of 3% compared to 16% of 11th grade students who scored level 3 or above in 2008.		Given instruction using the Sunshine State Standards, 50% of students will achieve a level 3 or above on the 2010 FCAT in Science.		
Based on 2009 Science FCAT data, the following clusters/strands showed a decrease in proficiency: Physical/Chemical (38%), a 5% decrease from 2008, and Scientific Thinking (50%), a 5% decrease from 2008.		Given instruction using the Sunshine State Standards, at least 50% of students will achieve mastery on the 2010 FCAT Science Test for the following clusters/strands: Physical/Chemical Science & Scientific Thinking.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Utilize a hands-on lab	Science Administrator,	Science Coach will devise a	Data Reports from district	

	weekly	Science Coach & Selected Science Teachers	walk-through schedule to ensure that labs are being utilized	assessments and completed lab report write-ups Teacher Lab Logs Student Work
2	Utilize GIZMOS in classes and coordinate common Home Learning Activities	Science Administrator & Science Coach	Implement a computer based Home-Learning Program with Science FCAT Explorer usage for students without computer access	Data from GIZMOS assessments Lesson Plans Usage Reports by Teachers  Classroom Walkthrough Logs
3	Implement an integrated approach for students not enrolled in Integrated Science classes	Science administrator & Science Coach	Implement enrichment sessions for the top 45% of 11th grade students Level 3 and above	Data reports from district assessments
4	Implement the use of Riverdeep in order to reinforce the writing of short and extended responses utilizing science related reading passages	Science Administrators & Science Coach	The administrators will monitor the data from District Interim Assessments, monthly school-wide assessments, & classroom walkthrough logs	Riverdeep usage reports Data Debriefing Protocol Forms
5	Develop an instructional focus calendar for the implementation of cluster/strand specific lessons	Science Administrator & Science Coach	Administrators will monitor the implementation of the IFC through classroom walkthroughs and observations	Data from District Interim Assessments, monthly school-wide assessments, & classroom walkthrough logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 50% of students will achieve a level 3 or above on the 2010 FCAT in Science.	Data Debriefing Protocol training will be provided to strengthen the teachers' use of data analysis to address deficiencies.	Science Coach	August 2009	The administrators and Science Coach will participate in Data Chats and monitor student-teacher data chat sessions.	Science Administrator , Science Coach
Given instruction using the Sunshine State Standards, 50% of students will achieve a level 3 or above on the 2010 FCAT in Science.	Reading in the Content Area	Reading Coaches	September 2009/Ongoing	The administrators and Science Coach will conduct strategic classroom visits and walkthroughs to observe implementation of the strategies addressed in the professional development sessions.	Science Administrator , Science Coach
Given instruction using the Sunshine State Standards, at least 50% of students will achieve mastery on the 2010 FCAT in Science for the following clusters/strands: Physical/Chemical Science & Scientific Thinking.	Implementation of the Instructional Focus Calendar (IFC) in conjunction with the Florida Continuous Improvement Model (FCIM)	Science Coach	August 2009	The administrators and Science Coach will conduct strategic classroom visits and walkthroughs to observe implementation of the IFC.	Science Administrator, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Gizmos	District Supported	\$1,300.00
		Total: \$1,300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,300.00

End of Science Goal

## Writing Goal

Needs Assessment:	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 73% of the 10th grade students scored a 4.0 or above in writing. This represents a decrease of 7% compared to 80% of 10th grade students who achieved at or above proficiency in 2008.		Given instruction using the Sunshine State Standards, 90% of 10th grade students will achieve a 4.0 or above on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Enroll all tenth grade students in a Creative Writing Class	Assistant Principal for Curriculum	Curriculum administrator and grade-level counselor will ensure that all students are scheduled correctly	Class schedules
2	Students will be administered bi-monthly writing assessments through Write Score Inc. & teachers will participate in data chats.	Assistant Principal for Curriculum & Language Arts Department Chairperson	Administrator and Writing Coach will monitor and facilitate the assessment schedule and data chats	Write Score data & Data Debriefing Protocol information
3	Implement the use of a writing instructional focus calendar that is aligned with the District's Pacing Guide while simultaneously employing the use of strategies to address students' weaknesses based on data from Write Score assessments.	Assistant Principal for Curriculum & Language Arts Department Chairperson	Administrators will monitor the implementation of the IFC through classroom walkthroughs and observations	Data from bi-monthly writing assessments, classroom walk-through logs, and data chat feedback  Instructional Focus Calendar

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 90% of 10th grade students will achieve a 4.0 or above on the 2010 administration of the FCAT Writing Test.	Implementation of the Instructional Focus Calendar (IFC) in conjunction with the Florida Continuous Improvement Model (FCIM)	Language Arts Department Chairperson	August 2009	The administrators will conduct strategic classroom visits and walkthroughs to observe implementation of the IFC.	Administrators
Given instruction using the Sunshine State Standards, 90% of 10th grade students will achieve a 4.0 or above on the 2010 administration of the FCAT Writing Test.	Data Debriefing Protocol will be provided to strengthen the teachers' use of data analysis to address deficiencies.	Language Arts Department Chairperson	August 2009	The administrators will participate in Data Chats and monitor student-teacher data chat sessions.	Administrators
Given instruction using the Sunshine State Standards, 90% of 10th grade students will achieve a 4.0 or above on the 2010 administration	Write Score Inc.- Utilization of data reports for differentiated instruction in writing classes.	Write Score Facilitator	August 2009/Ongoing	The administrators will participate in Data Chats and monitor student-teacher data chat sessions.	Administrators

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Write Score Inc.	Title I, District Supported	\$5,500.00
		Total: \$5,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,500.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Miami Norland Senior High School will increase the number of parent contacts by 1% by June 2010 from the current 20% to attendance at events such as the Educational Excellence School Advisory Council (EESAC) Meetings, Parent –Teacher-Student Association (PTSA) Meetings, and Grade-level Orientation Meetings.		The school will increase the number of parent contacts by 1% by June 2010 from the current 20%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer meetings before and after school	Principal	Review parent telephone logs	Parent Attendance sign-in sheets
2	Use of CoNect Ed messaging system	Selected School Staff	Collect participation data	Title I Administration Parental Involvement Monthly School Report
3	Maintain parental logs and activity reports	Community Involvement Specialist	Tally Parental Involvement Monthly School and Activity Reports	Title I Administration Parental Involvement Monthly School Report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

The school will increase the number of parent contacts by 1% by June 2010 from the current 20%.	Title I in Action: A Practitioner's Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year.	Will be determined after the completion of parent surveys	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A school wide allocation and District parental set-aside	Title I Part A	\$25,000.00
		Total: \$25,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$25,000.00

*End of Parent Involvement Goal*

## Other Goals

### Graduation Goal Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The graduation rate at Miami Norland Senior High School has increased from 54.8% in 2008 to 61.7% in 2009, however, it still has not increased enough to reach the district's current overall graduation rate for the 2008-2009 school year of 63%.		Based on the graduation rate for the 2008-2009 school year, Miami Norland Senior High School's graduation rate will increase from 61.7% to meet the district's average of 63% in 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Enroll all FCAT Retakers in an ACT Preparation class.	Assistant Principal for Curriculum	Curriculum administrator and grade-level counselor will ensure that all students are scheduled correctly	Class schedules
2	Devise an At-Risk Cohort that is comprised of the counselors, Test Chairperson, and administrators to meet with At-Risk seniors four times a year to assess credit acquisition and grade point averages.	Administrators & Counselors	Monthly debriefing meetings for administrators	At Risk Cohort Meeting Logs Students' Progress Reports/Report Cards
3	A tutorial program will be implemented and monitored to assist at-risk students with mastery of deficient clusters. Highly qualified teachers will provide remediation for these students, and incentives will be provided to increase enrollment and participation in this afterschool tutorial program.	Administrators & Curriculum Coaches	Maintain records of at-risk students who attend the tutorial sessions	<ul style="list-style-type: none"> <li>Data from District Interim Assessments</li> <li>Monthly School-wide Assessments</li> <li>Pre &amp; Post Assessments for the tutorial program</li> <li>Student work folders</li> </ul>

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

#### Budget:

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



Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Graduation Goal Goal*

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# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hampton Brown-Edge & Jamestown Reading Navigator	District Funds	\$28,000.00
Reading	Amsco Preparation Workbooks & Supplemental Reading Skills Practice Materials	Title I, Region Supported	\$5,000.00
Mathematics	Amsco Preparation Workbooks	District Funds	\$5,000.00
Mathematics	Mathematics Manipulatives	Title I, Region Supported	\$2,500.00
Writing	Write Score Inc.	Title I, District Supported	\$5,500.00
Science	Gizmos	District Supported	\$1,300.00
Parental Involvement	1% of Title I Part A school wide allocation and District parental set-aside	Title I Part A	\$25,000.00
			Total: \$72,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Test Maker	Title I, Region Supported	\$10,000.00
Mathematics	Riverdeep Software	District Funds, State Funds	\$10,000.00
			Total: \$20,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Unwrapping the Benchmarks	Title I Funds, Region Supported	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$92,300.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Principal's FCAT Enhancement Funds	2999
Curriculum Support (Substitute Funds for Professional Development)	2500
Resources (Library/Media Support, Tradebooks, Classroom Manipulatives)	2000
Student Incentives for School-wide academic achievements	781

The School Advisory Council (SAC) has an important function for the success of Miami Norland Senior High School. Listed below are some of the functions of the SAC.

- Reach out to the community to obtain more partners
- Sponsor drives to increase parent involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Work in conjunction with the Parent-Teacher-Student-Association (PTSA) to positively impact student achievement
- Review school data and academic activities to ensure compliance with the School Improvement Plan

## SAC Members

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### Members

- 1) Dr. Derick Mckoy, Principal
- 2) Ms. Vernatta Lee, SAC Chair
- 3) Ms. Deborah Carter, Teacher
- 4) Ms. Vanette Pinder, Teacher
- 5) Ms. Tacoma Foster, Teacher
- 6) Pastor Eddy Gervais, Community Member
- 7) Ms. Jenay Holsey, School Support Personnel
- 8) Mr. Cleveland Roberts, Union Steward
- 9) Mr. Peter Melton, Assistant Principal

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI NORLAND SENIOR HIGH SCHOOL 7381																
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 778 Math: 778		2008-2009 School Grade <sup>1</sup> : D		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	Y/N	2008	2009	Y/N	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	98	Y	98	Y	19	N	47	N	88	86	N	53	61	Y	85	81	NA	62	53	NA	20	NA	51	NA						
WHITE		NA		NA		NA		NA			NA			NA			NA			NA										
BLACK	98	Y	98	Y	19	N	46	N	89	86	N	53	62	Y	86	81	NA	63	54	NA	20	NA	51	NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA										
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	20	N	48	N	87	84	N	53	59	Y	87	80	NA	62	52	NA	21	NA	52	NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
STUDENTS WITH DISABILITIES	94	N	93	N		NA		NA	58	70	Y	28	36	Y			NA			NA										

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI NORLAND SENIOR HIGH SCHOOL 7381																
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 976 Math: 950		2007-2008 School Grade <sup>1</sup> : F		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	Y/N	2007	2008	Y/N	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	98	Y	98	Y	15	N	38	N	86	88	Y	52	53	N	88	85	NA	65	62	NA	20	NA	59	NA						
WHITE		NA		NA		NA		NA			NA			NA			NA			NA										
BLACK	98	Y	98	Y	14	N	37	N	87	89	Y	53	53	Y	88	86	NA	66	63	NA	20	NA	59	NA						
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	13	N	38	N	85	87	Y	49	53	Y	90	87	NA	68	62	NA	18	NA	58	NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
STUDENTS WITH DISABILITIES	96	Y	95	Y	12	N	19	N	47	58	Y	21	28	Y	88	NA	94	81	NA											

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI NORLAND SENIOR HIGH SCHOOL 7381																
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1198 Math: 1186		2006-2007 School Grade <sup>1</sup> : F		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	Y/N	2006	2007	Y/N	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	97	Y	97	Y	12	N	35	N	78	86	Y	51	52	Y	87	88	NA	67	65	NA	29	NA	63	NA						
WHITE		NA		NA		NA		NA			NA			NA			NA			NA										
BLACK	97	Y	97	Y	12	N	34	N	78	87	Y	51	53	Y	87	88	NA	67	66	NA	29	NA	63	NA						
HISPANIC	98	Y	97	Y		NA		NA	70		NA	50	41	NA			NA			NA										
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	10	N	32	N	74	85	Y	51	49	N	88	90	NA	67	68	NA	28	NA	63	NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA	42	42	NA			NA			NA										
STUDENTS WITH DISABILITIES	93	N	91	N		N	6	N	48	47	N	25	21	N			NA	88	94	NA	25	NA	43	NA						

## SCHOOL GRADE DATA

Dade School District MIAMI NORLAND SENIOR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	20%	50%	73%	19%	162	Writing and Science: Takes into account the % scoring 3.5 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	40%	73%			113	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?	51% (YES)	75% (YES)			126	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	49%	62%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					401	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI NORLAND SENIOR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	16%	42%	80%	16%	154	Writing and Science: Takes into account the % scoring 3.5 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	37%	67%			104	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	44% (NO)	72% (YES)			116	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	41%	52%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					374	
Percent Tested = 98%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI NORLAND SENIOR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	14%	39%	78%	14%	145	Writing and Science: Takes into account the % scoring 3.5 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	36%	67%			103	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	71% (YES)			120	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	34%	37%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					368	
Percent Tested = 97%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested