



**2007 – 2008**

## **SCHOOL IMPROVEMENT PLAN**

**School Name:** MIAMI NORLAND SENIOR HIGH SCHOOL

**District Name:** Dade

**Principal:** DR. MARK SOFFIAN

**SAC Chair:**

**Superintendent:** Rudolph F. Crew, Ed.D

**Date of School Board Approval:** Pending School Board Approval

**Jeanine Blomberg,  
Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399



**Cheri Pierson Yecke,  
Chancellor**  
K-12 Public Schools  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399

## **VISION/MISSION/BELIEF STATEMENTS**

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.

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

## **SCHOOL PROFILE DEMOGRAPHICS**

Miami Norland Senior High School, taking its name from the community it serves, opened its doors in September 1958. The school is built on a 16.4 acre campus, located one half mile east of ProPlayer Stadium. It can be socio-economically classified as lower-middle to middle class, with an average property assessment of \$135,000 to \$250,000.

The student population is 2000 and is composed of 94% African American, 4% Hispanic, 1% White Non-Hispanic, 1% Asian /Native American/Indian. The two middle schools in Miami Norland's feeder pattern are Miami Norland and Parkway, both with similar demographics to the high school. In order to narrow the achievement gap, Miami Norland Senior High School's expanded curriculum has created academy models, offering students specialized courses based on their areas of career interest. Included in those classes are JROTC, Business Education and Technology, Fine Arts and two magnet programs: Children's Advocacy, Research, Education, and Services Magnet (C.A.R.E.S.), preparing students for careers in child services such as educators, child psychologists, family lawyers, social workers, and pediatricians; and, the Academy of Hospitality and Tourism Magnet (AOHT)), a career focus academy affiliated with the National Academy Foundation (NAF) that affords students the opportunity to explore a variety of careers in Florida's booming tourism industry, including hotel and restaurant management, entertainment, and sports.

Students also have an opportunity to select from a variety of extra-curricular activities and athletics, 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, high-powered core academic courses including honors, and advanced placement in the areas of math, English, science, and social studies. Electives horizontally aligned with the core curriculum include anatomy and physiology, journalism, television and broadcasting, and web design. They provide a combination of academics and real world applications. Miami Norland is also proud of its unique dual enrollment program for exceptional education students (ESE), which takes the form of a collaborative endeavor between our site and post-secondary vocational training at Lindsey-Hopkins Technical Education Center, 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. Much of the emphasis on the celebration of diversity as a source of inter-cultural strength is extended into the community as part of the facility are frequently utilized for related meetings and events. The school actively seeks to provide for the needs of the students, parents, and community within its boundaries.

The faculty/staff at Miami Norland Senior High School is predominantly African-American; 66% of our teachers fall into this demographic group. The other demographic group representations are as follows: 23% non-Hispanic White, 8% Hispanic, and 3% Asian/American Indian.



**SCHOOL MATCH**

Taking into account school population, subgroups, and curricular design (academy/technical school) Miami Norland has chosen Miami Lakes Educational Center, which received a letter grade of 'B' from the state on the 2007 FCAT Administration to serve as a school match for Miami Norland Senior High. Of the available schools in our area and considering demographics Miami Lakes Educational Center is the closest match. Miami Lakes Educational Center administration and faculty will collaborate and share best practices with the administration and faculty of Miami Norland Senior High. The principal and selected faculty of Miami Norland will visit Miami Lakes Educational Center to collaborate and review successful programs in an effort to identify and make enhancements to what is currently in place. It is expected that student achievement will increase through establishing collegiality and sharing best practices.

**QUALITY STAFF**

Highly Qualified Administrators



### Dr. Mark Soffian - Principal

Dr. Mark Soffian has 27 years of experience in the field of education and with Dade County Public Schools. His experiences at both middle and senior high school have prepared him to be an effective instructional leader. For the past three years he has held the position of principal at two schools, one a low performing middle school where the school proficiency grade went from a "D" to a "C". Prior to becoming a principal he served as assistant principal for 16 years at various secondary schools and participated as the Executive Interim Principal at two middle schools. He began his teaching career at Miami Norland Senior High School, where he taught Science (Anatomy, Biology), Health and Physical Education as well as serving as head athletic trainer. He also served as Adjunct Instructor and Practicum Advisor at several universities where he taught core courses necessary for leadership certification.

He has made numerous presentations for Dade County Public Schools including the New Teacher Orientation Program, Layered Curriculum and Differentiated Instruction and Teaching and Learning Styles. He was recognized as Administrator of the Year (Council for Exceptional Children) and nominated for Outstanding Administrator (Youth Crime Watch of America).

His educational background includes a Bachelor of Science degree in Physical Education (Brooklyn College), Masters of Science degree in Physical Education (Indiana State University) and a Doctor of Education degree in Educational Leadership (Nova Southeastern University). He has certification in Educational Leadership (University of Miami) and has attended The Principal's Institute at Harvard Graduate School of Education.

### Mr. Reginald Lee - Assistant Principal

Reginald Lee has six years experience serving the students of Miami Dade County Public Schools, the last of which he has held the position of assistant principal, beginning the year at Highland Oaks Middle School and completing it at Miami Norland Senior. In his current position some of his responsibilities include coordinating and implementing a school-wide discipline plan, assisting in planning and administering the instructional program, providing professional growth opportunities to faculty and staff, preparing school budget and internal fund operations and supervising and monitoring building maintenance and capital improvement projects.

Mr. Lee started his educational career as a math teacher at North Miami Middle School, where he later became an administrative assistant. During this time, he was recognized as Region Center II Teacher of the Year and participated in the Superintendent Urban Principal Initiative Program. His educational background includes a Bachelor of Science degree in Sociology (Florida State University) and a Masters of Science Degree in Math Education (Nova Southeastern University). He also has his certification in Educational Leadership.



#### Ms. Trynegwa Diggs - Assistant Principal

Ms. Try Diggs is entering her first year as an administrator at Miami Norland Senior High. Ms. Diggs began her educational career eleven years ago as a Language Arts teacher at the School for Applied Technology where she later became administrative assistant and served as assistant principal during the summer of 1998. Her responsibilities as assistant principal included delegating and monitoring responsibilities of staff and teachers, resolving issues concerning school stakeholders and supervising daily school operations. She also worked a year as a counselor in a children's hospital in Hampton, Virginia and currently serves as a behavioral counselor at Troy Academy, a program targeted for at-risk youths. The educational background of Ms. Diggs include a Bachelor of Arts degree in English (Hampton University), a Master's degree in Secondary English (Nova Southeastern University) and a Specialist's degree in Educational Leadership (Nova Southeastern University); earning Summa Cum Laude honors at each level.

#### Mr. Jamarv Dunn - Assistant Principal

Mr. Jamarv Dunn has 14 years experience with Miami Dade County Public Schools. He has been an assistant principal at Brownsville Middle School for six years, where he was instrumental in helping to raise the school proficiency grade from a "D" to a "C" and served as the principal's designee for four years. Some of his responsibilities as assistant principal include overseeing and managing the Science Department, physical plant, payroll, Student Services and property control. Mr. Dunn has taught grades two through six and served as a math facilitator. He has had the honor of being a member of the Assistant Principal Steering Committee (2000-2004), Lead Assistant Principal for Northwestern Feeder Pattern (2003), and a member of Miami Dade County Public School District Transportation Committee (2001). He holds a Bachelor of Science degree in Business Administration (Florida Memorial College), a Master of Science degree in Elementary Education (Nova Southeastern University) and an Educational Leadership Certification.

#### Rolando Pedraza-Cruz - Assistant Principal

Mr. Pedraza-Cruz started his career as a Computer Science and Mathematics teacher at G. Holmes Braddock Senior High School. Prior to joining G. Holmes Braddock Senior High School, Mr. Pedraza-Cruz worked as a computer programmer for Eastern Airlines. This business experience allowed him to relate his teachings in Mathematics and Computer Science to the world of work, making the educational experience of his students more meaningful and career oriented. During his career as a classroom teacher Mr. Pedraza-Cruz worked as a teacher trainer in the area of technology. He also headed the Instructional Technology Team. Later Mr. Pedraza-Cruz became a Technology Coordinator for Region II before becoming an administrator. Mr. Pedraza-Cruz has been an administrator for the past ten years. He has spent the last two at Miami Norland Senior High School where he has been an

instructional leader. He has been responsible for supervising the Business Technology, Science, ESE, ESOL, Foreign Language and Fine Arts departments. He provided training for teachers and staff on data collection and analysis. He also facilitated numerous staff development opportunities for teachers. Mr. Pedraza-Cruz's educational background includes a Bachelor of Science degree in Computer Science (Mercy College) and a Master of Science degree in Educational Leadership (Florida International University).

#### Recruitment/Retention of Highly Qualified Teachers

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

### **ADDITIONAL REQUIREMENTS**

#### School Wide Improvement Model

The research-based school improvement model selected for use at Miami Norland Senior High School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented model for continuous improvement that was successfully implemented by the Brazosport Independent School District in Texas. It has been integrated with the philosophies of Total Quality Management (TQM) and Effective Schools Research. Implementation involves professional development for all faculty, including the administrative team, the leadership team, the Curriculum Council, and the teaching staff. Some of the professional development opportunities offered include CRISS (Creating Independence through Student-owned Strategies, Data Driven Instruction and Analysis: Linking Data To Instruction and Differentiated Instruction).

Instructional staff will collect data based on district, school improvement zone and in-house assessments as well as through observation, projects and other informal assessment methods. Students' strengths and weakness will be determined by analyzing data and instructional strategies will be determined based on the needs of the students. Whole group, small group and individualized instruction will be used in addition to manipulatives and hands on activities.

Our school will engage in Action Research, a process by which the school situation will be studied in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

#### Communication with Parents

All District print communications for parents are available from Miami Norland Senior High School in English, Spanish, and Creole. Flyers, letters, and other documents provide information on District and school policies, standardized and school-wide testing, report cards and interim progress reports, "Back to School Night," registration, etc. Students are also required to carry and use the official student planners (agenda books) issued to them for the recording of assignments, important dates, and the pacing of projects. These planners should be open to inspection by parents.

Miami Norland Senior High School has a full time Career Specialist who functions as a liason between the community and the school. We involve our parents as much as possible in the educational process and will be offering Senior Parent Night, Family Academic Nights focusing on literacy, parent conferences with teachers, counselors, and site administrators. The PTSA leadership is pursuing inreased membership among parents.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

[Pre-School Transition](#)

#### Teacher Mentoring

The teacher mentoring program at Miami Norland Senior High School follows the philosophy, guidelines, and tenets of the MDCPS Professional Assessment and Comprehensive Evaluation System (PACES), a document developed as a pragmatic compilation of a broad range of state-of-the-art research on professional teacher development. PACES is also promulgated as the district manual of guidelines and procedures for teacher assessment, development, and evaluation. New teachers are required to attend a series of on-site and district orientations to introduce them to the mission, vision, procedures, and programs that define Miami-Dade County Public Schools, and to facilitate the process of assisting new teachers in achieving a baseline level of comfort and success in the teaching environment that can increase with each successive year throughout their careers. Annual contract teachers are assigned to a Professional Growth Team (PGT) consisting of two mentors who will support and guide them through their first year, and will remain available to them throughout their second and third years. Annual contract teachers are asked to submit lesson plans once each semester for analysis, critique, and discussion with their PGT before implementing them in the classroom. Mentor teachers will be given scheduling considerations in order to allow them time for their work with new teachers. Annual contract teachers are required to maintain an activity log which is monitored by their PGTs to ensure that the required elements of teaching are included and that the lessons are successfully implemented and completed. Additional assistance to new teachers is provided through model lessons, mentoring supplied by site reading specialists, and support from the district through the Division of Bilingual Services, the Division of Mathematics and Science, the Division of Language Arts, and the Division of Exceptional Student Education.

[Extended Learning Opportunities](#)



ELEMENT: CRP Related Items – (Extended Learning Opportunities)

CRP #8. High School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children “at risk” of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention. See chart below of Summer School Instructional

Miami Norland Senior High School provides extended learning opportunities for all students using several different models and approaches in order to ensure participation by the maximum number of students. Our programs specifically target those students documenting serious weaknesses in mastery of the Sunshine State Standards as evidenced by achievement in the lowest 25 percent of students who sat for the Florida Comprehensive Assessment Test (FCAT) in 2004. The major initiative we provide during the school day is a mandatory Reading course for all ninth and tenth grade students scoring in the lowest quartile on the FCAT SSS Reading as well as the test re-takers; this course is taken in addition to the appropriate level standard English courses. However, we are committed to extending learning enhancement opportunities to all students regardless of their FCAT SSS Reading and Mathematics scores, and with respect to their classroom achievement and motivation to perform at a higher level. Resources include: the Thirteenth Year Required Direct Instructional Remedial Program to improve mastery of the Sunshine State Standards in Reading and Mathematics; Saturday School; implementation of the Seven Period Day; ESOL tutoring; peer tutoring; and, after-school tutoring in reading, writing, and

mathematics. Students can also work online off-site or after school, using programs such as FCAT Explorer and The Accelerated Reader.

Targeted students will participate in an extended day literacy program. Students will engage in a technology-based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs will be SOAR TO SUCCESS & Academy of Reading.

## **SCHOOLS GRADED C OR BELOW**

### **Professional Development**

**Describe the professional development that supports enhanced and differentiated instructional strategies.**

The following list of professional development activities will be provided to all faculty and staff. These inservices will create a foundation for supporting academic achievement, as well as building and sustaining leadership capacity:

1. Differentiated Instruction
2. Creating Independence through Student-Owned Strategies (CRISS)
3. Data Driven Instruction and Analysis: Linking Data to Instruction
4. Eight Step Continuous Improvement Model
5. SPI-School Performance Indicator/Data Analysis and Snapshot
6. Edusoft
7. Project Based Learning

### **Disaggregated Data**

**Describe the use of student achievement data to determine the effectiveness of instructional strategies.**

Subject area teams will meet to review and discuss results of benchmark assessments to determine students strengths and weakness and to create instructional strategies based on student needs. Through the use of the Continuous Improvement Model teachers will remediate, re-teach and re-asses in an effort to bring all students to mastery.

### **Informal and Formal Assesments**

**Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress**

Students will be assessed utilizing bi-weekly benchmark as well as District Interim assessments. Additionally, alternative assessment methods will be utilized. These assessments will include but is not limited to student observation, oral exams, quizzes and projects (individual and group).

### **Alternative Instructional Delivery Methods**

**Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.**

Research based technology programs such as FCAT Explorer, River Deep, Read 180, Cognitive Tutor, Writing Software (Great Source) and Mentor will be utilized to tailor instruction to meet iindividual student needs. Additionally, manipulatives and hands-on activities will be used as well as small group instruction to enhance increased understanding of concepts.

## **SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12**

**Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.**

**In the checkbox below, please indicate which of the ten guiding principles is addressed below.**

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction - Addressed in the strategies sections of reading, math, science and writing

Responsibility of Teaching Reading for Every Teacher - Addressed in the reading strategies section

Quality Professional Development for Teachers and Leaders - Addressed in professional development sections of reading, math, science and writing

Small Learning Communities - Addressed in the professional development sections of reading, math and writing

Intensive Intervention in Reading and Mathematics - Addressed in strategies sections of reading and math

Master Schedule Based on Student Needs - Addressed in strategies section in reading and math

Parental Access and Support - Addressed in Parental Involvement section

Applied and Integrated Courses - Addressed in strategies section of reading, math and science

Academic and Career Planning - Addressed in strategies section in reading

Course Choice Based on Student Goals/Interest/Talent - Students are polled by teachers to ascertain their interest in courses that may not already be offered. If enough interest is generated, polled

courses are considered and possibly added to course selection.



**GOALS**

<b>Goal:</b>	Reading
--------------	---------

**Needs Assessment** Data derived from the 2007 administration of the FCAT Sunshine State Standards (SSS) Reading subtest indicated that, school-wide, 14 percent of students met the state required mastery level and 36 percent achieved annual learning gains. This data reflects a need for improvement in all standards assessed on the instrument, particularly Comparisons, Words/Phrases, and Main Idea in grade nine, and Comparisons, Words/Phrases, and Main Idea in grade ten. The data showed that in grade nine, 16% of the students scored at Level 3 and above, whereas, in grade ten, 8% of the students scored at Level 3 and above. The disaggregated data showed that in grade nine 16% of African-American students scored at Level 3 and above, and this subgroup showed defined weaknesses in all tested standards. Additional grade nine subgroups included Economically Disadvantaged for which 14% scored at Level 3 and above, and Students with Disabilities who scored 0% at Level 3 and above. The disaggregated data also showed that in grade ten, 8% of African-American students scored at Level 3 and above, and this subgroup showed defined weaknesses in all tested standards. Additional grade ten subgroups included Economically Disadvantaged for which 5% scored at Level 3 and above, and Students with Disabilities who scored 0% at Level 3 and above. Currently there are 207 grade 11 and 64 grade 12 students who have not met their FCAT requirement in Reading. The majority of the student population is not moving from Levels 1 and 2 to Level 3 and above, which indicates a focused need to provide differentiated instruction across content areas and to improve the daily instructional program for all students.

**Objective**

Given instruction based on the Sunshine State Standards, students in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-10 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

## Strategies

1. Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use Reading Plus.
2. Administer bi-weekly, and district quarterly assessments aligned to the Sunshine State Standards tested benchmarks.
3. Utilize Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.
4. Utilize school site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) and to support the core literacy program.
5. Consistently focus on the cluster of Comparisons, Words/Phrases and Main Ideas instruct the remaining clusters of Comparisons and Main Idea/Purpose and instruct the remaining clusters in the Instruction Focus Calendar in Reading as well as in all content areas.
7. Implement the District Comprehensive Reading Plan across the curriculum including independent and supervised reading activities.
8. Enroll identified students in all sub-groups scoring at Levels 1 and 2 on the FCAT SSS Reading Test in an intensive reading class as a mandatory elective, receiving instruction utilizing research-based strategies.
9. Incorporate reading strategies in daily lesson plans linked to the tested benchmarks with assessment driven instruction of the Sunshine State Standards.
10. Maintain School-to-Career portfolios that apply reading skills to real world post-secondary situations.
11. Incorporate reading passages and comprehension questions modeled on the FCAT reading format in all subject areas on formative and summative assessments.
12. Develop incentives to encourage students, specifically those students who

are in need of mastery of the Sunshine State Standards, to attend tutorial programs offered outside the regular school day.

13. Increase the number of inclusionary reading classes.

14. Provide incentives to increase daily school attendance among all sub-groups identified in the NCLB requirements.

15. Implement the 8-Step Continuous Improvement Model for School Reform.

### **Evaluation**

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. This data will be used to redirect classroom instruction and create flexible tutorials.

For students enrolled in intensive reading courses the Gates McGinnitie assessment will be used for screening. The diagnostic assessments for students reading at fourth grade level and/or two grade levels below will be given the Burns & Roe Informal Reading Inventory and Test Of Word Reading Efficiency (TOWRE). The progress monitoring for these students will be the Reading Standards Quarterly Assessments and READ 180 assessments.

### **Research-based Programs**

Sourcebook for Reading and Writing and Daybook of Critical Reading and Writing software, published by Great Source, Glencoe Reader, Weaver software, and the Edusoft software program will be used to diagnose, remediate, and expand student achievement, as well as to monitor, collate and disaggregate data. In addition, Read 180 will be employed for use by Students with Disabilities. Students in grades 9-12 will use the appropriate levels of Glencoe Writer's Choice and the Glencoe Literature books in their English classes.

### **Professional Development**

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades 9-12 in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Training and/or workshops will be provided in the following areas on early release days, at faculty meetings, and at Zone-initiated professional development periods:

1. Data Driven Instruction and Analysis: Linking Data to Instruction
2. 8-Step Continuous Improvement Model
3. FCAT Writing Assessment
4. Differentiated Instruction
5. Curriculum Mapping
6. Creating Independence through Student-owned Strategies (CRISS)
7. School Improvement Planning
8. Content Area Reading
9. Edusoft training

In addition, special workshops and professional development opportunities will be extended to faculty and staff as a part of the Superintendent's School Improvement Zone initiative. Those include, but are not limited to the following: Extended Day Tutor Training, Monthly Faculty In-services

---

**Highly Qualified  
Instructors**

1. Dionne P. Bryant
2. Katrina Minus
3. Sarita N. napoleon
4. Hope E. Webb
5. Alebe L. Bien-Aime
6. Sammy L. Daniels
7. Tanya T. Mellerson
8. Vanette E. Pinder
9. Sandra R. Murphy
10. Lena R. McArthur

Teachers that are teaching out of field and/or not highly qualified are receiving professional development that is available to the rest of the staff. Some of the professional development include CRISS, Continuous Improvement Model, Differentiated Instruction and Content Area Reading. Additionally, these teachers are paired with highly qualified teachers to help assist and mentor them during this transition.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	Vocabulary, Comprehension and Content Across Curriculum		5000
Technology			0
Professional Development			0
Other	American Dream - Life Skills Curriculum for 9th Grade Transitional		10200
<b>Total:</b>			<b>\$15,200.00</b>

<b>Goal:</b>	Mathematics
--------------	-------------

**Needs Assessment** Data derived from the 2007 administration of the FCAT Sunshine State Standards (SSS) Mathematics subtest of the FCAT indicated that, school-wide, 39 percent of students met the state mastery level and 67 percent achieved annual learning gains. This data reflects a need for improvement in all standards assessed on the instrument, particularly Measurement and Geometry in grade nine, and Geometry and Data Analysis in grade ten. The data showed that in grade nine, 35% of the students scored at Level 3 and above, whereas, in grade ten, 37% of the students scored at Level 3 and above. The disaggregated data showed that in grade nine 34% of African-American students scored at Level 3 and above, and this subgroup showed defined weaknesses in all tested standards. Additional grade nine subgroups included Economically Disadvantaged for which 34% scored at Level 3 and above, and Students with Disabilities who scored 8% at Level 3 and above. The disaggregated data also showed that in grade ten, 37% of African-American students scored at Level 3 and above, and this subgroup showed defined weaknesses in all tested standards. Additional grade ten subgroups included Economically Disadvantaged for which 33% scored at Level 3 and above, and Students with Disabilities who scored 2% at Level 3 and above. Currently there are 92 grade 11 and 17 grade 12 students who have not met their FCAT requirement in Mathematics.

---

## Objective

Given instruction based on the Sunshine State Standards, students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learning (ELL) students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With

Disabilities in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

## **Strategies**

1. Implement the 8-Step Continuous Improvement Model for School Reform.
2. Utilize school site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.
3. Continue to consistently focus on the strand of Measurement and instruct the remaining content strands of Geometry, Number Sense, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.
4. Monitor enrollment and attendance in After School, Saturday School, Seventh Period Day, and 13th Year tutorial programs focusing on the Sunshine State Standards, while increasing the promotion/graduation rate by one percent as described in the AYP requirement.
5. Enroll identified students in all sub-groups scoring at Levels 1 and 2 on the FCAT SSS Mathematics Test in an intensive mathematics class as a mandatory fortification elective, receiving instruction utilizing research-based strategies.
6. Incorporate critical thinking and standards-based questions modeled on the FCAT mathematics test question/response format on formative and summative assessments.
7. Provide off-site and after-school access to online programs such as FCAT Explorer for student practice.
8. Promote parental involvement through PTSA, student, parent, and school collaboration, and/or meetings to improve student participation in tutoring programs outside regular school hours.
9. Provide incentives to increase daily school attendance among all sub-groups identified in the NCLB requirements.
10. Provide incentives to increase participation in tutorial programs offered outside regular school hours.

<b>Evaluation</b>	Formative weekly and monthly benchmark assessments will be administered by teachers along with summative Mathematics Standards Quarterly Assessments. This data will be used to redirect classroom instruction and create flexible tutorials.
<b>Research-based Programs</b>	The FCAT Explorer, Cognitive Tutor, and RiverDeep© software programs will be utilized to strengthen mathematics skills in preparation for FCAT testing. In addition, all students in grades 9-12 will utilize Glencoe Algebra I, Geometry, and Algebra II textbooks/workbooks in the appropriate classes.
<b>Professional Development</b>	<p>Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the high school level as follows:</p> <p>Training will be provided for the following activities and programs:</p> <ol style="list-style-type: none"> <li>1. Data Analysis</li> <li>2. Creating Independence through Student-owned Strategies (CRISS)</li> <li>3. Edusoft</li> <li>4. FCAT Explorer</li> <li>5. RiverDeep</li> <li>6. Curriculum Mapping</li> <li>7. Item Specifications for Mathematics</li> <li>8. 8-Step Continuous Improvement Model</li> <li>9. Cognitive Tutor</li> <li>10. Small Learning Communities</li> <li>11. Differentiated Instruction</li> </ol> <p>Provide professional development on the Transition Academy to ninth grade teachers.</p> <p>In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.</p>

---

<b>Highly Qualified Instructors</b>	<ol style="list-style-type: none"> <li>1. Christopher L. Jarrett</li> <li>2. Carlos Ochoa</li> <li>3. Sammy Daniels</li> <li>4. Talaya N. Ragin</li> <li>5. Cleveland E. Roberts</li> </ol>
-------------------------------------	---

Teachers that are teaching out of field and/or not highly qualified are receiving professional development that is available to the rest of the staff. Some of the



professional development include CRISS, Continuous Improvement Model, Differentiated Instruction and Item Specifications for Mathematics. Additionally, these teachers are paired with highly qualified teachers to help assist and mentor them during this transition.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)			0
Technology	Technology		20000
Professional Development			15000
Other			0
<b>Total:</b>			<b>\$35,000.00</b>

<b>Goal:</b>	Writing
--------------	---------

**Needs Assessment** Needs Assessment Data derived from the 2007 administration of the FCAT Sunshine State Standards (SSS) Writing subtest of the FCAT indicated that, school-wide, 74 percent of students met the state mastery level (3.5) and 55 percent achieved 4.0 or above. This data reflects focused learning and instruction on the part of faculty, staff and students in order to achieve desired result and learning gains. Overall, grade ten students performed five percentage points higher than the 2006 FCAT administration. The content clusters of strength, based on the 2007 assessment, were Focus and Conventions. Opportunities for improvement present itself in the content cluster of Support.

---

**Objective** Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by a one percent increase in students achieving scores of 3.5 or higher on the 2008 FCAT Writing+ Test.

**Strategies**

1. Facilitate increased performance of students at Level 3.5 or above by incorporating a minimum of two five-paragraph expository, narrative, and persuasive essays per grading period across the curriculum for all 9th and 10th grade students.
2. Provide the rubric for the FCAT Writing Test to all 9th and 10th grade students, and utilize it on a regular basis.
3. Require FCAT Writing Assessment format essays as part of midterm and final exams in all disciplines.
4. Administer tri-weekly and district quarterly assessments aligned to the Sunshine State Standards tested benchmarks.
5. Administer periodic writing assessments (pretest, progress, and posttest) and adjust instruction for ninth and tenth grade students according to identified needs through Language Arts classes.
6. Present publications of students' work during the 2007-08 school year.
7. Create Writing focus calendar utilizing curriculum map.
8. Conduct data chats to review students' strengths and weaknesses.
9. Implement the 8-Step Continuous Improvement Model for School Reform.

**Evaluation** Monitor student achievement through the use of writing portfolios, the Florida

Writing Assessment Companion, Florida Writing Assessment Practice Book, and District approved quarterly assessments for writing; results of the 2008 FCAT Writing Test.

**Research-based Programs** The effective writing component of the Comprehensive Researched-Based Reading Plan (CRRP)

**Professional Development** The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades 9-12 in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Training and/or workshops will be provided in the following areas on early release days, at faculty meetings, and at Zone-initiated professional development periods:

1. FCAT Writing Assessment
2. Writing Across The Curriculum
3. Data Driven Instruction and Analysis: Linking Data to Instruction
4. 8-Step Continuous Improvement Model
5. FCAT Writing Assessment
6. Differentiated Instruction
7. Curriculum Mapping
8. Creating Independence through Student-owned Strategies (CRISS)
9. School Improvement Planning
10. Edusoft Training

In addition, special workshops and professional development opportunities will be extended to faculty and staff as a part of the Superintendent's School Improvement Zone initiative. Those include, but are not limited to the following: Extended Day Tutor Training, Monthly Faculty In-services.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)			0
Technology			0
Professional Development	Professional Development Library		15000
Other			0
<b>Total:</b>			<b>\$15,000.00</b>

<b>Goal:</b>	Science
--------------	---------

**Needs Assessment** Data derived from the 2007 administration of the FCAT Sunshine State Standards (SSS) Science subtest indicated that, school-wide, 12 percent of students met the state mastery level. This data reflects a need for improvement in all standards assessed on the instrument, particularly Physical and Chemical and Earth and Space. We need to increase the learning gains of our Level 1 and 2 students to Mastery level, while maintaining the level of high achieving students.

---

**Objective** Given instruction using the Sunshine State Standards, 11th grade students will increase Science skills as evidenced by a minimum of 37 % of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

**Strategies**

1. Implement the 8-Step Continuous Improvement Model for School Reform.
2. Utilize school site science resource personnel and Curriculum Support Specialist from the School Improvement Zone to employ the coaching model (planning with teacher, demonstrating a strategy, practice, and feedback) to support the core science program.
3. Monitor enrollment and attendance in After School and Saturday School programs focusing on the Sunshine State Standards.
4. Incorporate critical thinking and standards-based questions modeled on the FCAT science test question/response format on formative and summative assessments.
5. Administer weekly timed content readings with questions that conform to the FCAT SSS Science format to all 9th, 10th, and 11th grade students.
6. Require all 9th, 10th, and 11th grade students to develop a project for the Science Fair.
7. Implement quarterly testing for 9th, 10th, and 11th grade students to assess mastery of benchmarks tested on the FCAT SSS Science Test.
8. Increase participation in Advanced Academics programs for all sub-groups.
9. Promote parental involvement through PTSA, student, parent, and school collaboration, and/or meetings to improve student participation in tutoring programs outside regular school hours.
10. Provide incentives to increase participation in tutorial programs offered outside regular school hours.

<b>Evaluation</b>	Formative biweekly and monthly benchmark assessments will be administered by teachers along with summative science standards quarterly assessments. This data will be used to redirect classroom instruction and create flexible tutorials.
<b>Research-based Programs</b>	The FCAT Explorer and MENTOR software programs will be used to fortify test preparation skills. All students in grades 9-12 use the following textbooks for the appropriate science courses: Prentice-Hall Modern Earth/Space Science, Holt Modern Biology, Holt Visualizing Matter [Chemistry]; Addison-Wesley Physical Science;
<b>Professional Development</b>	<p>Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the senior high school level as follows:</p> <ol style="list-style-type: none"> <li>1. Data Driven Instruction and Analysis -</li> <li>2. 8-Step Continuous Improvement Model (CIM)</li> <li>3. Creating Independence through Student-Owned Strategies (CRISS)</li> <li>4. Curriculum mapping</li> <li>5. School Improvement Plan</li> <li>6. Edusoft Training</li> </ol> <p>In addition, special workshops and professional development opportunities will be extended to faculty and staff as a part of the Superintendent's School Improvement Zone initiative. Those include, but are not limited to the following: Extended Day Tutor Training, Monthly Faculty In-service.</p> <p>In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.</p>

---

**Highly Qualified Instructors** 1. Jeni P. Parker

Teachers that are teaching out of field and/or not highly qualified are receiving professional development that is available to the rest of the staff. Some of the professional development include CRISS, Continuous Improvement Model, Differentiated Instruction and Data Driven Instruction and Analysis. Additionally, these teachers are paired with highly qualified teachers to help assist and mentor them during this transition.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Science- FCAT		5000
Technology			0
Professional Development			0
Other			0
<b>Total:</b>			<b>\$5,000.00</b>



<b>Goal:</b>	Parental Involvement
--------------	----------------------

**Needs Assessment** The 2003-2004 School Climate Survey Parent form data compilation reveals that while between 53% and 78% of the parents in all the subgroups that compile the student population at Miami Norland Senior High believe that we are effectively teaching students, the data suggests that parents need more information regarding educational expectations and how to monitor their children's progress. Hispanic parents need to increase participation in after school activities that require parental involvement and African American parents need workshops that encourage them participate and collaborators in all that involves the education of their children. Parents of Students with Disabilities often express concerns that their children are included in all of the schools' functions and that they are made aware of any changes that greatly affect their children.

---

**Objective** Encourage and facilitate increased communication between parents and the school in order to develop and maintain a positive, mutually supportive relationship and to increase parental participation in the school's overall goal to provide a quality education for all students.

**Strategies** 1. Increase and document parental involvement by encouraging membership in the PTSA, attendance at PTSA meetings, attendance at ESSAC meetings, and attendance at scheduled Parent Nights. 2. Conduct Parent Surveys as part of the School Climate Survey. Conduct at least one parental education workshop (funded by ESSAC) with a keynote speaker to inform parents and the community about a focused issue (FCAT and graduation) relative to their children's education. 4. Increase parental participation in sports, activities, booster clubs, and service clubs. 5. Encourage parents to develop a community outreach process through collaboration between the PTSA and ESSAC. 6. Continue Senior Parent nights to keep parents apprised of their children's progress toward completing requirements for graduation.

**Evaluation** 1. Attendance rosters that reflect an increase in participants as compared to those who attend regular PTSA meetings.  
2. Increase in responses to written communications that are disseminated to parents. These will include PTSA meetings, notification of assessments for their children in three languages: Spanish, English and Creole.

**Research-based Programs** National PTSA Standards for Parent Involvement Programs  
**Professional Development**

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
<b>Total:</b>			<b>\$0.00</b>

<b>Goal:</b>	Return on Investment
--------------	----------------------

## Needs Assessment

---

### SCHOOL ADVISORY COUNCIL

- Yes  No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.

### Measures Being Taken to Comply with SAC Requirement

#### SAC Involvement

The Educational Excellence School Advisory Council (EESAC) at Miami Norland Senior High School provides an unbiased forum for professional and community collaboration among all stakeholders in order to foster a learning environment that supports the school's vision and mission. The EESAC, in conjunction with site leadership, accomplishes this goal by assisting in the preparation and evaluation of the School Improvement Plan (SIP), annual budget, and the disbursement of categorical EESAC funds to support the implementation of the SIP; decisions on courses of action result from discussion of issues and the arrival at group consensus as the primary function of monthly meetings which are advertised and open to the public. During these sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. All recommendations or decisions made by the ESSAC shall be consistent with the CIM, the Competency Based Curriculum (CBC), the State vocational/business standards, pertinent Academy curricula, and the Sunshine State Standards strands and benchmarks, to ensure continuity, alignment, and achievement.

The EESAC convenes once a month. All issues and requests brought before it for consideration must be justified as items necessary for enhancing and improving the goals and objectives of the School Improvement Plan and thus the services provided to our students. The EESAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the EESAC is kept apprised of the staffing allocation considerations as well. Everything that the EESAC considers is tied to resource allocation for the purpose of enhancing student achievement.



<b>FINAL BUDGET</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program (s)/Material(s)	Reading: Vocabulary, Comprehension and Content Across Curriculum Mathematics: Writing: Science: Science- FCAT	Reading: Available: \$5,000.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$5,000.00	\$10,000.00
Technology	Reading: Mathematics: Technology Writing: Science:	Reading: Available: \$0.00 Mathematics: Available: \$20,000.00 Writing: Available: \$0.00 Science: Available: \$0.00	\$20,000.00
Professional Development	Reading: Mathematics: Writing: Professional Development Library Science:	Reading: Available: \$0.00 Mathematics: Available: \$15,000.00 Writing: Available: \$15,000.00 Science: Available: \$0.00	\$30,000.00
Other	Reading: American Dream - Life Skills Curriculum for 9th Grade Transitional Mathematics: Writing: Science:	Reading: Available: \$10,200.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00	\$10,200.00
		<b>Total:</b>	<b>\$70,200.00</b>

## IMPLEMENTATION EVALUATION

Adequate yearly progress at Miami Norland Senior High School will be measured by the number of tested students who attain the state mastery threshold of Level 3 or above on the Reading and Math standards-based subtests of the FCAT, and also by an increase in the percentage of the low performing students who demonstrate movement from Levels 1 and 2 to Levels 2 and 3, respectively. Another indicator of adequate progress will be the percentage of students scoring 3.5 and above on the FCAT Writing Assessment.

In addition, adequate progress will be measured by the percentage of teachers successfully completing workshops identified for their professional growth and as outlined in their individual Professional Development Plans and in accordance with the 2005 School Improvement Plan.

The school's administrators and ESSAC Committee will use District-generated assessment instruments to determine if the measurable goals indicated in the School Improvement Plan are being met.

The Baldrige 8 Step Continuous Improvement Model (CIM) will be applied as follows: quarterly assessments will be administered in Reading and Mathematics to all ninth and tenth grade students, and the data will be compiled and disaggregated using the EDUSOFT software program for efficiency and accuracy; the derived data will drive adjustments instructional delivery and determine the need for Academic Improvement Plans (AIPs) as well; teachers will adhere to course scope and sequence delineators as stipulated in the Competency Based Curriculum, and will share best practices relative to how to facilitate student mastery at Department meetings and faculty meetings; teachers will endeavor to continuously engage in assessment and monitoring of student progress via classroom formative and summative instruments to ensure that student needs are being met; formal monitoring will occur via the AIPs and the 2005 administration of the FCAT. Also, those teachers who do not teach in the core areas will incorporate into their curricula the appropriate target benchmarks that have been identified as deficiencies in the EDUSOFT database.

At the mid-year review, evidence of operationalization of the CIM will be presented through agendas of faculty meetings, Department meetings, EESAC meetings, and Curriculum Council meetings; compendia of quarterly assessments can be made available upon request; sample grade books can be submitted to support that teachers are continuously monitoring and assessing students at least twice weekly as documented by a minimum of two grades per week.

---

**Members**

**Signature**

- 1) Dr. Mark Soffian , Principal
- 2) John Pace , SAC Chair
- 3) Tanya Mellerson , Teacher
- 4) Rosemarie Wall , Union Steward
- 5) Elaine Lanz , Teacher
- 6) Peter Melton , Teacher
- 7) Margarita Mena , Teacher
- 8) Melody Johnson , Teacher
- 9) Arleace Carrion , Parent
- 10) Claudette Farrar , Parent
- 11) Marjorie Cross , Parent
- 12) Marquita Smith , Community Member
- 13) Curtis Burns , Business Member
- 14) Nikita Stevens , School Support Personnel
- 15) Shahana Erazo , Student
- 16) , SAC Chair

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---