Herbert A. Ammons Middle School

2015-16 School Improvement Plan

Herbert A. Ammons Middle School

17990 SW 142ND AVE, Miami, FL 33177

http://ammons.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	46%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

***Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Herbert A. Ammons community is to engage students in developing their intellectual, emotional, and social talents while promoting responsible citizenship in a global society. Engaged in a holistic approach to education, students grow in intercultural awareness, becoming compassionate, independent, life-long learners.

Provide the school's vision statement

The school's vision statement is: Action through global awareness.

School Environment

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

A nationality survey is conducted each year for the students and teachers in order to get a breakdown of the nationalities represented at the school. The results of the survey is shared with the staff. In addition, the school celebrates Hispanic Heritage month and African American month. Ammons Middle also hosts a Journey to America program where guest speakers are invited to speak to students about their immigration to the United States.

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

According to the results from the School Climate Survey, 98% of students feel safe and secure at school. Ammons follows procedures that are in line with district policies that promote a safe learning environment. Each classroom has an updated classroom evacuation map. Monthly campus safety procedures are followed (fire drill, tornado, code red and code yellow). School personnel (including security monitors) are provided with ongoing professional development on school safety.
Security is provided at the school half an hour before school begins and half an hour after school ends. The media center is open half an hour before and after school as well. After students are in school, all exterior gates are locked, leaving only one entrance to the school open for visitors. Visitors are required to sign in at the security desk prior to entering the building. Throughout the day, security is visible around the campus. In addition, teachers are posted at their door during the change of classes. Each grade level counselor implements an anti-bullying program. The trust counselor holds individual and small group intervention groups. There is a bully box located in the media center where students can anonymously report cases of bullying. Ammons also implements a Kindness/Gratitude Day where students have note cards with compliments written on it and forward it to other students. Furthermore, peer mentors are established for sixth grade students who are having difficulty with transitioning to middle school as well as for new seventh grade students. An eighth grade student is assigned to these students and meetings are facilitated between mentor and mentee. The mentee is able to consult with their mentor on any school related issue that may arise.
As an IB school, students are taught the importance of exhibiting the values of the IB Learner Profiles. These include Inquirers, Knowledgeable, Thinkers, Communicators, Open-Minded, Reflective, Balanced, Risk Takers, Caring and Principled. These values are highlighted each month during our morning/afternoon announcements, monthly calendar, and e-mail tree. Students are expected to follow these attributes which creates character, builds leaders and fosters an environment of care and respect.

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

To protect instructional time, announcements are restricted to the morning and afternoon. Furthermore, Ammons has an extended homeroom which is used to accommodate enrichment activities for students such as guest speakers, author events, and presentations. We also take advantage of lunch time for collections, PTSA fundraisers and club meetings. These clearly minimize distractions during the school day.

During the opening days of school, each teacher reviews their behavior plan with students. In addition, grade level orientations are conducted where the Parent/Student handbook and Code of Student Conduct is reviewed with all students. Students are required to review this information with their parents and sign an acknowledgement form. These meetings set clear behavioral expectations and protocols for disciplinary action if needed.

A discipline committee representing all stakeholders is established at the beginning of each year. This committee develops a school site discipline plan following the Code of Student Conduct. When administering a consequence for student behavior, the school follows the progressive discipline model.

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

At the beginning of the year, the sixth grade level counselor visits each sixth grade homeroom class. She discusses topics such as adjustment to middle school, organization, bullying, academic and behavioral expectations. In addition, an anti-bullying program is implemented with students in each grade level. The trust counselor holds individual and small group intervention groups and addresses any social-emotional concerns that may arise. During lunch, all counselors are supervising students in the cafeteria and are also available to students should they need to speak to them. The casual cafeteria setting allows for student/counselor interaction and strengthens that relationship. Furthermore, peer mentors are established for sixth grade students who are having difficulty with transitioning to middle school as well as any new seventh grade student to the school. Eighth grade students help and consult with their mentee throughout the year.

Early Warning Systems

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

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

- Monitoring of attendance bulletin
- Teachers reporting excessive class absences
- Students who have been identified having behavior problems (such as detentions, reprimands, team meetings)
- Interim progress reports and report card
- Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics take an Intensive Mathematics course in lieu of an elective (unless they are enrolled in Intensive Reading).

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

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

Indicator	Grade Level		Total
	7	**8**	
Attendance below 90 percent	1	0	1
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	7	10	17

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

Indicator	Grade Level		Total
	7	**8**	
Students exhibiting two or more indicators	7	10	17

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

- School staff calls home to verify each absence.
- Grade level counselors arrange conferences for students with excessive absences and/or tardies.
- Social worker referral is placed for students with excessive absences and/or tardies.
- Counselors meet with students upon their return from a suspension.
- Counselor / administrator notifies teachers of student's suspension and need for make-up work.
- Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics take an Intensive Mathematics course in lieu of an elective (unless they are enrolled in Intensive Reading).

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

When students are initially accepted into Ammons Middle School, an orientation is held to familiarize parents with the facility, staff and programs. Administrators, teachers and support staff are present to answer questions and interact with the new families. This is the first step to building positive relationships with new families. During the orientation, parents from the PTSA are available to tell their experiences at Ammons and also provide helpful tips and information for new families. This allows current families to interact with new families and build meaningful relationships. PTSA encourages parents to subscribe to the e-mail tree where parents are kept abreast of school events and activities. Other forms of communication to communicate with parents include connect-ed messages, monthly school calendars, marquee, Coffee with the Principal and PTSA meetings. Finally, parents can keep informed of their child's progress daily through the Parent Portal. Interim

progress reports are distributed at midpoint each grading period to inform parents of their child's progress. Report cards are distributed at the end of each grading period. Parents are encouraged to contact their child's teacher by phone or e-mail if there are questions or concerns in any class. Counselors and administrators are also available should parents need to speak to them.

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

At the beginning of each year, school personnel and PTSA reach out to community businesses and create partnerships to enhance school programs. The community partnerships created at Ammons include Books & Books, Ibiley, Publix, McDonald's, Young Arts, Costco, BJs and Miami Dade College. These partnerships provide us with resources that enhance the curriculum. For example, Books & Books provides the school with fundraising opportunities. In addition, they invite authors to share their life experiences and books with students. Ibiley provides each student at the school a complimentary school polo. They also partner with the school during Teacher Appreciation Week and other school events. PTSA donates a plethora of food items for various events such as PTSA meetings, Walk-a-Thons, Coffee with the Principal and Volunteer Training. All of these partnerships support our school and our quest for continued student achievement. At the end of each year, Ammons hosts a breakfast recognizing volunteers that have helped throughout the year. There is also a community business partner on EESAC.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Costa, Maria	Principal
Masso, Maria	Assistant Principal
Sauri, Francisco	Assistant Principal

Duties

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

The school-based leadership team consists of: Maria Costa - Principal, Maria Masso – Assistant Principal, Francisco Sauri – Assistant Principal, Nersa Garcia - IBMYP Coordinator, Lisette Dobson – 6th Grade Counselor, Suzanne Perlman – 7th Grade Counselor / Trust Specialist, Ronda Carey - 8th Grade Counselor / Test Chairperson, Sonya Raheem – 8th Grade Team Leader, Jason Chohonis – 7th Grade Team Leader, Karen Kouri-Perez – 6th Grade Team Leader, Dorothea Masdeu – Reading Teacher, Ronni Goldstein – SPED Chairperson, Cristy Gonzalez-Brito – Media Specialist.
The Administrators will ensure follow-up of action steps, allocate resources when needed, and ensure that all team members are participating in meetings. Each grade level counselor meets with students having behavioral and/or academic difficulties. They provide and monitor strategies to assist these students. Furthermore, they assist with parent conferences as needed. Team Leaders represent their respective grade level content area teachers and are the voice of those teachers. The Reading teacher supports other teachers implementing the iReady Program. She also provides support infusing reading strategies across the curriculum. The SPED Chairperson contributes her expertise in

strategies to assist students with academic and/or behavior problems. The Media Specialist provides support with media materials, Accelerated Reader, and assists with data collection.

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

The leadership team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis on an ongoing basis. Monitoring the fidelity of the delivery of instruction and intervention is essential for the leadership team. Teachers receive relevant professional development as support. The leadership team provides levels of support and interventions to students based on data.

School Health Program:

• offers a coordinated level of school-based healthcare on school grounds.

• includes a Registered Nurse.

• reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• delivers coordinated social work and mental/behavioral health interventions.

• enhances the health education activities provided by the schools and by the health department.

• offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Costa	Principal
Sheldon Wilson	Teacher
Marc Leveille	Teacher
Faride Jamid	Teacher
Ronda Carey	Teacher
Melvin Hunter	Education Support Employee
Juana Almonte	Parent
Analaura Morales	Parent
Brian Swicegood	Parent
Vivian Bech	Business/Community
John Navarro	Business/Community
Gabriel Almonte	Student
Amy Perez	Teacher
Katty Florez	Parent
Lorraine Ford	Parent
Francis Delafuente	Parent
Marta Samuda	Parent
Judith Almora	Teacher

Duties

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

Evaluation of last year's school improvement plan

A discussion involving the School Improvement Plan takes place at every EESAC meeting. Administration will review last year's SIP goals and whether or not the school met its goals in the different areas. There will be an additional discussion regarding the changes to this year's SIP as well as the current goal, barriers, resources, strategies, rationale and action steps.

Development of this school improvement plan

The SAC will:
• Provide feedback on the content of the School Improvement Plan
• Review all applicable student performance data
• Determine the students' needs and prioritize them
• Recommend strategies to improve areas of need
• Assist in the preparation and evaluation of the School Improvement Plan
• Develop and monitor the final decision making at the school relating to the implementation of the School Improvement Plan.
* During every meeting, the SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Preparation of the school's annual budget and plan

A discussion is held by all stakeholders regarding the needs of the school. The SAC assists in prioritizing those needs. A consensus is held as to how the annual budget will address the school's needs.

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

IB / End of Year Awards Ceremony $1000.00
Reading / Team rewards and incentives $1999.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Costa, Maria	Principal
Masso, Maria	Assistant Principal
Garcia, Nersa	Other
Starling, Mary	Teacher, K-12
Masdeu, Dorothea	Teacher, K-12
Diaz, Gladys	Teacher, K-12
Kontzamanys, Tracey	Teacher, K-12
Almora, Judith	Teacher, K-12
Magrisso, Marcela	Teacher, K-12
Goldstein, Ronni	Teacher, ESE
Sedano, Rene	Teacher, K-12
Gonzalez-Brito, Cristy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and other stakeholders.

Ammons implements a school-wide Accelerated Reader program. Students are tested at the beginning of the year to determine their reading level and are assigned a goal that they must meet each nine weeks. Both the student's homeroom teacher and Language A teacher track the student's progress. Incentives are provided for those students who meet their goal. In addition, all Language Arts teachers are implementing the iReady reading program as part of their curriculum. Students are required to read and complete a certain number of lessons as home learning. Various activities are held during Literacy Week such as literary trivia, game day, get caught reading, stop and read, and encouragement of reading with the family at home.

Reading and Writing across the curriculum will continue to be infused school-wide.

Professional Learning Communities (PLC) in the areas of Reading/Language Arts, Humanities, Mathematics, Science, and Writing will be established. Teams will meet once a month to discuss cross-curricular progress of students performance as evident through assessments in each of the subject areas.

Public and Collaborative Teaching

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

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

As part of a teacher's professional responsibility, Wednesdays are designated as Collaborative Planning days. During these meetings, teachers collaborate on the implementation of Interdisciplinary Units (IU) as well as share best practices across grade levels and disciplines. Designated Fridays are assigned as Department meetings. During this time, members of the same content area share best practices and collaborate on grade level lessons for instruction. They also discuss the new Florida State Assessment test and how they can infuse more rigor in their lessons to prepare students for this test. Finally, designated Fridays are assigned as Team meetings. Teachers in the same grade level have time to

collaborate on IUs, reading across the curriculum and/or writing across the curriculum. During this time, grade level teachers also discuss accomplishments and concerns of students they have in common.

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

The Administrative team will work collaboratively to ensure the following:
• Partner new teachers with veteran staff members
• Maintain contact with the District Staffing Specialist
• Solicit referrals from current employees
• Host interns from local universities and partner them with clinically certified teachers
The school retains highly qualified teachers by providing continuous professional development and a positive working environment.

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

The magnet lead teacher meets with all new teachers to the school. She provides and reviews a handbook titled "A guide to what you need to know" that was specifically designed for new teachers at Ammons. The rationale for pairings is based on subject area and experience. The planned mentoring activities include monthly meetings to provide further guidance and answer questions. In addition to department meetings, the department chairs touch base with any new teachers within their department to relay pertinent information the new teacher needs to know.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers are required to use the District mandated Pacing Guide for their content area. Administration conducts weekly classroom walk-throughs to ensure that teachers are implementing appropriate lessons including the content standards and receive the support they need. During department meetings, teachers collaborate and discuss lesson ideas and best practices assuring that they are all being successful.

Instructional Strategies

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

The school uses data to differentiate instruction in content area classes. Once data is acquired, teachers differentiate instruction based on levels of proficiency on the different benchmarks. If a student is having difficulty, a Team Conference is held to discuss how the teachers, parents, counselor and student can work together as a team to assist the student. It is recommended that students attend morning tutoring in the specific class/es in which they are having difficulty. The curriculum is supplemented using the various computer programs available to students. Teachers also provide students with supplemental material that familiarizes them with the new assessment tests.

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

Strategy: Extended School Day

Minutes added to school year: 1,080

As part of a teacher's professional responsibility, teachers are required to provide 30 minutes of tutoring/enrichment for students before the school day begins once a week.

Strategy Rationale

Students are able to receive small group or individual instruction from the teacher and/or other students outside of the regular classroom setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sauri, Francisco, fmsauri@dadeschools.net

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

Students sign in during the tutoring sessions. The teacher monitors the grades of the students who attend their tutoring session.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- Administration meets with all grade levels at the beginning of the year and reviews the parent/ student handbook, student code of conduct, and agenda books with inserts containing important school information.
-Through an interactive activity with students, the grade level counselors meet with incoming students to acclimate them to the school environment and personnel.
-The 8th grade counselor meets with students to discuss possible high school course options.
-A magnet fair is hosted where over 15 high schools are invited to discuss their academic programs with 8th grade students.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

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

G1. We will increase student achievement by improving core instruction across all content areas. 1a

🔍 G070665

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - ED	
AMO Math - ED	

Resources Available to Support the Goal 2

- The International Baccalaureate Middle Years Program curriculum, interdisciplinary units of instruction, iReady in Reading and Math, Accelerated Reader, Edgenuity, promethean boards, tablets, pacing guides, exemplar lessons, department chairpersons, morning tutoring

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience with the integration of instructional technology across the curriculum.

Plan to Monitor Progress Toward G1. 8

Observe effective implementation of technology blended lessons being infused through delivery of instruction during walk throughs.

Person Responsible
Maria Costa

Schedule
Monthly, from 9/4/2015 to 4/1/2016

Evidence of Completion
5x5 calendars, classroom observations

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase student achievement by improving core instruction across all content areas. 1

🔑 G070665

G1.B1 Teachers have limited experience with the integration of instructional technology across the curriculum. 2

🔑 B184138

G1.B1.S1 Provide professional development for teachers across all content areas to support the integration of technology blended lessons. 4

🔑 S195700

Strategy Rationale

Professional development will provide teachers with the skills and support needed so that they can seamlessly integrate technology into their daily lessons.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of technology blended lessons (including SAMR, Edgenuity, Promethean, One Drive)

Person Responsible

Nersa Garcia

Schedule

Every 2 Months, from 8/20/2015 to 1/22/2016

Evidence of Completion

meeting agenda, sign-in sheets, handouts

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

Evidence of technology blended lessons

Person Responsible

Maria Masso

Schedule

Monthly, from 9/4/2015 to 4/1/2016

Evidence of Completion

Samples of lessons that exemplify the incorporation of technology

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

Teachers will share best practices during department meetings.

Person Responsible

Maria Masso

Schedule

Monthly, from 9/4/2015 to 4/1/2016

Evidence of Completion

Department meeting agenda, student exemplars

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of technology blended lessons (including SAMR, Edgenuity, Promethean, One Drive)	Garcia, Nersa	8/20/2015	meeting agenda, sign-in sheets, handouts	1/22/2016 every-2-months
G1.MA1	Observe effective implementation of technology blended lessons being infused through delivery of instruction during walk throughs.	Costa, Maria	9/4/2015	5x5 calendars, classroom observations	4/1/2016 monthly
G1.B1.S1.MA1	Teachers will share best practices during department meetings.	Masso, Maria	9/4/2015	Department meeting agenda, student exemplars	4/1/2016 monthly
G1.B1.S1.MA1	Evidence of technology blended lessons	Masso, Maria	9/4/2015	Samples of lessons that exemplify the incorporation of technology	4/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will increase student achievement by improving core instruction across all content areas.

G1.B1 Teachers have limited experience with the integration of instructional technology across the curriculum.

G1.B1.S1 Provide professional development for teachers across all content areas to support the integration of technology blended lessons.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of technology blended lessons (including SAMR, Edgenuity, Promethean, One Drive)

Facilitator

Nersa Garcia, PD Liaison

Participants

Instructional Staff

Schedule

Every 2 Months, from 8/20/2015 to 1/22/2016

Technical Assistance Items

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

Budget			
Budget Data			
1	G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of technology blended lessons (including SAMR, Edgenuity, Promethean, One Drive)	$0.00
		Total:	$0.00