

Miami-Dade County Public Schools

# Alonzo And Tracy Mourning Senior High Biscayne Bay

## Campus



2015-16 School Improvement Plan

## Alonzo And Tracy Mourning Senior High Biscayne Bay Campus

2601 NE 151ST ST, Miami, FL 33160

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	62%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	73%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	<a href="#">Gayle Sitter</a>
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 Alonzo and Tracy Mourning Senior High is to support student learning through the cooperation, devotion and determination of all stakeholders, including parents, students, teachers, administrators, support personnel, and the communities in which our students live. We intend to provide our students with the best academic choices and diverse educational opportunities. We will strive to establish an environment that fosters high standards and expectations, challenges all students to reach their fullest potential, and empowers them to become productive, successful and socially conscious members of our ever changing world.

##### Provide the school's vision statement

The vision of Alonzo and Tracy Mourning Senior High is to provide the highest quality of education through small learning communities and challenge our students to achieve and demonstrate academic excellence by acquiring the knowledge and skills needed to succeed in a competitive, ever-changing global society.

#### School Environment

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

Our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Through World History class a survey is given to all 9th graders to learn about their cultural background. The school collaboratively celebrates different cultures through Hispanic Heritage Month, African-American Month, Jewish Heritage Month.

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

- School leadership that supports staff, students and parent
- Community/parental involvement
- Culture of cooperation—social and emotional skills modeled and taught
- School communication with all stakeholders
- A safety committee made up of key stakeholders (union, public safety officials, parents, community, students, administrators.)
- A safety/emergency preparedness plan in place
- Ongoing evaluation and practice of the safety/emergency preparedness plan
- Early identification and intervention for students at risk.

##### 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

There is an established school-wide progressive discipline plan which is aligned with the M-DCPS Code of Student Conduct. Students and parents are provided information on accessing the Code of student Conduct in their opening of schools materials. Behavioral expectations for students are



reviewed at student orientations. Reminders are given through PA announcements. The disciplinary plan is reviewed with the faculty prior to the start of the school year. It includes disciplinary actions that can be taken by teachers: calling parents, detentions, referrals to school counselor or administration). The plan includes alternatives to suspension. The administration monitors frequency of disciplinary actions by teachers (detentions and referrals for administrative action) to ensure the system is fairly and consistently enforced.

**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**

- 1.) Academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek secondary academic opportunities.
- 2.) Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

**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**

There are five primary Early Warning indicators in use at our school: attendance, suspensions, course failure and low performance on state assessments. The attendance indicator is triggered when a student's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension or placement at Success Academy. Students who receive one or more suspensions, whether in school or out of school or placement at Success Academy are also flagged by the Early Warning System (EWS). Course failure in English Language Arts or mathematics as well as a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics indicate academic difficulties which need to be analyzed and addressed to ensure student

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	51	93	146	181	471
One or more suspensions	0	0	0	606	606
Course failure in ELA or Math	94	102	28	16	240
Level 1 on statewide assessment	103	73	19	0	195

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	23	134	114	105	376

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

Require a Senior Parent Night and subsequent At-risk Nights to ensure parents and students are apprised of their current graduation status and the resources available to them. Counselors will meet with seniors to distribute credit histories, recommend interventions and course recovery options. Tutoring will be provided before and after school to all students in need of additional assistance and support in the areas of reading, writing, mathematics and language arts. Pull-out and push in tutoring will be offered during school for students in need of remediation. After-school tutoring programs will be established to address targeted students' areas of need. Participation in these tutoring programs will be closely monitored by Administration. Additionally, parents will be notified of the availability of these tutoring services thru various forms of communication: letters will be sent home, Connect-ED messages will be sent, and tutoring information will be posted on the school website. Classroom tutoring walkthroughs and ongoing monitoring of tutoring activities will ensure fidelity of implementation.

Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website under the parent and student tabs. Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS).

The M-DCPS Code of Student Conduct is posted on the school's website and parent letters will be sent home informing parents of this availability. Classroom walk-throughs and ongoing monitoring of student discipline and/or behavior will ensure fidelity of implementation. Administration will monitor student progress.

### **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***

- \*Hold evening parent workshops to ensure parents and students are apprised of their current college requirements and the resources available to them.
- \* CAP adviser and administration will meet with seniors to distribute college information, Sat/ACT information, FASFA information, scholarship opportunities and course recovery options.
- \*New Student Parent Orientation
- \* Back to School night
- \* Student at risk parent night

### **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**

The school builds and sustains Dade partners through effective, frequent communication and visits. Our partners help provide incentives for student academic achievement as well as positive behaviors. Our partners also assist us with school beautification and student scholarships.

## 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
Garcia, Lisa	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Concepcion, Alberto	Teacher, K-12
Cooper, Lawrence	Guidance Counselor
Meras, Ines	Teacher, K-12
Rodriguez, Ileana	Teacher, K-12
Roe, John	Teacher, K-12

#### Duties

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

Lisa Garcia, Principal, in addition to allocating the necessary resources, will also provide the leadership, expertise, and a common vision for the use of data-based decision-making, and ensure that the school-based leadership team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. David Hart, Assistant Principal: oversees plant operation, transportation and Elective departments.

Eddie Medina, Assistant Principal: oversees SPED and ELL departments.

Stephanie Tudor, Assistant Principal: oversees Mathematics, Reading and Language Arts, Student Services, Social Studies and Science departments and master schedule.

Larry Cooper, Head of Student Services: oversees that the pupil progression plan is followed for every student.

Ileana Rodriguez, College Assistance Adviser: meets with students to inform them about post secondary opportunities.

Bert Concepcion, Test Chair: coordinates all school wide testing.

John Roe, Athletic Director: ensures that the school is in compliance with FHSSA, GMAC and School Board policies in the area of athletics.

Ines Meras, Activities Director: ensures that the school is in compliance with all school board policies as it pertains to activities.

***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**

MTSS Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The team meets to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments from Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, the team provides feedback on revising the strategies needed.

**Title III**

Alonzo and Tracy Mourning Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

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

**Title X- Homeless**

Alonzo and Tracy Mourning Senior High School:

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

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

**Nutrition Programs**

- Alonzo and Tracy Mourning Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

**Adult Education**

High school completion courses are available to all eligible students through adult education program, based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Lisa Garcia	Principal
Carl Hoover	Teacher
Beulah Gay	Teacher
Ines Meras	Teacher
Michelle Cooper	Teacher
Victor Fernandez	Teacher
Deborah Duncan	Teacher
Christine Shipman	Education Support Employee
Leslie Golan	Parent
Gloria Willinger	Parent
Jessica Zirulnikoff	Parent
Jacqueline Roch-Hernandez	Parent
Willie Pittman	Parent
Angelyn Escanola	Student
Raimundo Socorro	Business/Community
Valerie Morgan	Business/Community
Cathy Artounian	Business/Community

**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*

SIP was evaluated at the October 2015 ESSAC meeting. It was determined that the schools test scores improved over the pervious year. ESSAC will continue to support programs that are directly linked to student achievement. The purpose of the Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is by preparing, monitoring and evaluating the School Improvement Plan. SAC members will be able to provide input for discussion and integration into the school improvement plan, as appropriate.

*Development of this school improvement plan*

The School Advisory Council:

- Schedule and conduct meetings on a regular basis;
- Review all applicable student performance data;
- Determine the students' needs and prioritize them;
- Recommend strategies to improve areas of need;
- Decide how to measure results;
- Assist in the preparation and evaluation of the School Improvement Plan;

*Preparation of the school's annual budget and plan*

Through ESSAC teachers are able to apply for mini-grants and other classroom needs. ESSAC also funds student incentives and Saturday Academy.

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

A school wide incentive plan has been created for all grade levels to motivate students to actively participate in assessments.

**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
Garcia, Lisa	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Hernandez, Zaida	Teacher, K-12
martin, sergio	Teacher, K-12
Oneil, Allison	Teacher, K-12
Gay, Beulah	Teacher, K-12

**Duties****Describe how the LLT promotes literacy within the school**

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

**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**

Alonzo and Tracy Mourning Senior High has created action plans for math, science, language arts, and social studies which are used to collaboratively plan by accountability area. Teachers will share best practices and create a collaborative lesson plan with in the common areas.

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



1. The leadership team and the iHEAT district support team will provide support and professional development opportunities that develop the staff as professionals and increase their effectiveness in the classroom.
2. Assigning mentor teachers to teachers with 3 years or less of teaching experience (Professional Growth Teams).
3. Offer leadership positions such as Department Head and Team Leader to highly qualified teachers.
4. Offer available teaching supplements and other stipends to highly qualified teachers.

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT). Pairing of novice teachers with mentor teachers. Teachers will meet regularly to discuss the following : best practices, effective classroom practices, lesson planning and other topics.

## **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***

Teachers have been provided on-going training on the Florida Standards and utilize district pacing guides to guide instruction. Core instructional materials will be purchased that align to the Florida standards as needed. All teachers are provided with applicable Florida Standards or End of Course Exam Specifications for their assigned subjects. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida Standards. Core instructional materials reflect the curriculum content in the Florida Standards for each grade level and subject area.

#### **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***

Alonzo and Tracy Mourning Senior High conducts interim assessments in all accountability areas. Administration meets with individual teachers to analyze the data and provide support. Teachers use the data to conduct student data chats to create awareness and set goals. Teachers with the support of interventionists work with students to differentiate instruction on weakest benchmarks. Progress monitoring data on all students are collected and disaggregated for instructional planning purposes by individual teachers as well as departments. Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

##### ***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: After School Program**

**Minutes added to school year: 4,320**

Provide identified students with additional remediation through before and after school in the areas of Reading, Algebra 1, Geometry, Algebra 2, Biology and U.S. History.  
Provide before and after school volunteer tutoring.

**Strategy Rationale**

To provide students with additional exposure to an environment that encourages student success while providing one to one and small group assistance thereby addressing academic deficiencies. The after school program has been successful after analyzing assessment data in correlation to the students who participated.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Tudor, Stephanie, studor@dadeschools.net

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

District interim data will be used to determine effectiveness of strategies used.

**Strategy: Weekend Program**

**Minutes added to school year: 2,520**

Provide identified students with additional remediation through Saturday Academy in the areas of Reading, Algebra 1, Geometry, Biology and U.S. History.

**Strategy Rationale**

**Strategy Purpose(s)**

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**Person(s) responsible for monitoring implementation of the strategy**

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

District interim data will be used to determine effectiveness of strategies used.

**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**



Academic and career planning are provided by Guidance Counselors, Academy Leaders, and College Advisement Placement Counselor.  
Students are able to participate in grade level assemblies.  
Identified students participate in targeted informational workshops.  
Academy students are able to participate in academy lead activities.  
Athletic department supports academic success through weekly progress monitoring of athletes.

### **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***

Academic and career planning are provided by Guidance Counselors, Academy Leaders, and College Advisement Placement Counselor.  
Students are able to participate in college recruitment seminars, college tour and school based and district college fairs.  
Academy students are able to participate in community based internships.

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

Applied and integrated courses are found in the Academy of Hospitality and Tourism (AOHT), Academy of Information Technology (IT), Scholars Academy, Academy of Legal Studies, leadership development and an on-going partnership Florida International University and Miami-Dade College. Students are provided opportunities for internships and technology certifications.

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

The district ConectEdu program is available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the SAT/ACT and postsecondary academia. We will continue to track all of our 11th graders who scored a Level 3 or higher on the FCAT Reading or Algebra/Geometry EOC Exam and encourage them to take the SAT, ACT, and/or PERT, in order to determine their "readiness" for postsecondary academia.  
PSAT will be administered to all tenth graders and to those ninth/eleventh grade students demonstrating mastery in their courses and on informal and formal assessments.  
Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations.  
The school has added on campus dual enrollments courses in Economics, Introduction to Education, World and American Literature, American Civilization, Introduction to computers and Teaching Diverse Populations.

#### ***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***

Alonzo and Tracy Mourning Sr. High conducts vertical teaming meetings with the feeder pattern K-8 schools. The school also hosts an annual college fair exploring the different options for future positions. Seventh and eighth grade have the opportunity to advance in science class from David Lawrence Jr. K-8.

## **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:

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### 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.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G070713

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - ELL	
AMO Math - SWD	
AMO Reading - ELL	
AMO Reading - SWD	
Bio I EOC Pass	66.0
CELLA Writing Proficiency	47.0
AMO Reading - African American	
AMO Reading - All Students	

**Resources Available to Support the Goal 2**

- Promethean Boards, lap top carts, tablets, positive school climate, iHeat support team, Department Chairs, teachers early release professional development days

**Targeted Barriers to Achieving the Goal 3**

- Little evidence of effective planning aligned to the Florida Standards.

**Plan to Monitor Progress Toward G1. 8**

Follow-up and monitor the implementation of the developed lessons.

**Person Responsible**

Lisa Garcia

**Schedule**

Weekly, from 10/30/2015 to 11/25/2015

**Evidence of Completion**

Lesson plans and administrative walk-throughs

## Action Plan for Improvement

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

### Problem Solving Key

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

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

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

 G070713

**G1.B1** Little evidence of effective planning aligned to the Florida Standards. **2**

 B184271

**G1.B1.S1** Develop and implement lessons that utilize effective and research based instructional strategies **4**

 S195823

#### Strategy Rationale

Lack of higher order thinking questions asked.

#### Action Step 1 **5**

Provide Professional Development on effective and research based instructional strategies.

#### Person Responsible

Stephanie Tudor

#### Schedule

Biweekly, from 9/1/2015 to 9/10/2015

#### Evidence of Completion

## Action Step 2 5

Alignment to Florida Standards

### **Person Responsible**

Stephanie Tudor

### **Schedule**

Weekly, from 9/15/2015 to 10/9/2015

### **Evidence of Completion**

Teacher developed lesson plan

## Action Step 3 5

Create a planning template for each of the accountability courses.

### **Person Responsible**

Stephanie Tudor

### **Schedule**

Weekly, from 9/21/2015 to 11/25/2015

### **Evidence of Completion**

Completed planning template from each EOC, ICE ,AP course.

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

Follow-up and monitor the implementation of the developed lessons.

### **Person Responsible**

Lisa Garcia

### **Schedule**

Weekly, from 9/21/2015 to 11/25/2015

### **Evidence of Completion**

Teacher lesson plans, administrator walk through notes

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

Conduct instructional walkthroughs by administration and leadership team to assess the improvement on the implementation of the developed lessons.

**Person Responsible**

Lisa Garcia

**Schedule**

Weekly, from 10/6/2015 to 11/25/2015

**Evidence of Completion**

Lesson plans and administrative walk through notes

**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 on effective and research based instructional strategies.	Tudor, Stephanie	9/1/2015		9/10/2015 biweekly
G1.B1.S1.A2	Alignment to Florida Standards	Tudor, Stephanie	9/15/2015	Teacher developed lesson plan	10/9/2015 weekly
G1.B1.S1.A3	Create a planning template for each of the accountability courses.	Tudor, Stephanie	9/21/2015	Completed planning template from each EOC, ICE ,AP course.	11/25/2015 weekly
G1.MA1	Follow-up and monitor the implementation of the developed lessons.	Garcia, Lisa	10/30/2015	Lesson plans and administrative walk-throughs	11/25/2015 weekly
G1.B1.S1.MA1	Conduct instructional walkthroughs by administration and leadership team to assess the improvement on the implementation of the developed lessons.	Garcia, Lisa	10/6/2015	Lesson plans and administrative walk through notes	11/25/2015 weekly
G1.B1.S1.MA1	Follow-up and monitor the implementation of the developed lessons.	Garcia, Lisa	9/21/2015	Teacher lesson plans, administrator walk through notes	11/25/2015 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Little evidence of effective planning aligned to the Florida Standards.

**G1.B1.S1** Develop and implement lessons that utilize effective and research based instructional strategies

### **PD Opportunity 1**

Provide Professional Development on effective and research based instructional strategies.

#### **Facilitator**

Eugenio Gant, iHEAT CSS

#### **Participants**

Faculty

#### **Schedule**

Biweekly, from 9/1/2015 to 9/10/2015



**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 on effective and research based instructional strategies.				\$0.00
2	G1.B1.S1.A2	Alignment to Florida Standards				\$5,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$5,200.00
			<i>Notes: Notes</i>			
3	G1.B1.S1.A3	Create a planning template for each of the accountability courses.				\$0.00
					<b>Total:</b>	<b>\$5,200.00</b>