American Senior High School

2015-16 School Improvement Plan

American Senior High School

18350 NW 67TH AVE, Hialeah, FL 33015

http://american.dade.k12.fl.us/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	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 American Senior High School is to provide the opportunity for all students to receive a quality education. Through collaboration among disciplines, along with business and community partnerships in education, American Senior High School will prepare students to become productive and socially conscious members of our increasingly complex world.

Provide the school's vision statement

We are committed to providing educational excellence for all. Therefore, the vision of American Senior High School is that all students should be afforded the opportunity to receive a quality education. Teachers, students, and parents are partners in the learning process, which requires self-discipline and continues throughout life. The goal of learning is to provide students the opportunity to be competitive in an ever-changing global community. The process of education should address academics, career pathways, and character development. A safe, clean and secure environment allows for effective teaching and learning.

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is based primarily on the School Climate Survey. The results of this survey are systematically used to develop and execute an action plan inclusive of measurable goals and effective strategies that will yield positive results for our students while simultaneously respecting the various cultures and diverse learners at our school.

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

The school creates an environment where students feel safe and respected at all times by maintaining an atmosphere that is not only safe but also conducive to successful teaching and learning. To ensure physical safety, the building and all entries are monitored by administration, security monitors, instructional support personnel, and administrative assistants throughout the school day. To promote a positive learning environment, faculty and staff members encourage students to express their needs and concerns; students feel comfortable doing so because of the existing support, policies, and procedures we have in place. Ultimately, the school environment focuses on equitable opportunities that foster academic and social growth for all students.

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

The school-wide behavioral system in place that aids in minimizing distractions and keeps students engaged during instructional time is the 9 Core Values initiative. In order to help our students develop the values necessary to participate as caring responsible citizens and to encourage model student behavior, the 9 Core Values, as outlined in the Code of Student Conduct, are shared with students

throughout the school year. Each month is represented by a different core value, and it is announced over the school's public announcement system. An example of that Core Value will follow at the beginning of each week. In addition, teachers will reward and recognize students in class whenever a student displays one of the core values. This is done in class with an incentive or by submitting a student name monthly for the Do The Right Thing award. Additionally, administrators, counselors, and other support staff recognize students when they are exhibiting one or more of the core values.

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

The school ensures that the social-emotional needs of all students are being met by providing counseling on a needs-basis. Referrals are submitted to the Trust Counselor who meets with the students and develops an individualized plan to meet their social-emotional needs. Additionally, the school offers service and support clubs that help minimize social-emotional disturbances and promote positive behavior. Peer mediation is also part of school's plan to ensure that the social-emotional needs of all students are being met. This program is developed and maintained by the Student Services Department. Collectively, they identify and train a group of students to serve as peer mediators. The Peer Mediation Program is used to settle conflicts with students and promote positivity.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	100	133	162	168	563
One or more suspensions	269	207	164	147	787
Course failure in ELA or Math	3	138	43	54	238
Level 1 on statewide assessment	10	134	3	84	231

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	13	138	46	96	293

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

American Senior High School employs various intervention strategies to improve the academic performance of students identified by the early warning system. The leadership team members closely analyze both formative and summative data to ensure student progress. Data chats are held with both teachers and students to keep all individuals involved in the process abreast of academic strengths and areas in need of improvement. Additionally, counselors, teachers, and administrators use several forms of communication (e.g., phone calls, emails, progress reports, assemblies, failure notices, detentions, etc.) to keep both students and parents informed. The online grade book system and daily attendance bulletins sent to all staff members are used to monitor attendance, which plays an integral role in student academics. Finally, identified students are strategically placed in push-in and pull-out tutoring as well as Saturday Success Academy to ensure that their academic needs are being met.

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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51046.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Our Community Involvement Specialist creates a monthly newsletter informing the community about all activities taking place at American High School.
Other resources that we use to keep the community informed are ConnectEd, school website, flyers, and The Miami Laker.
Students and parents also receive notifications through their student/parent portal, teacher web pages, if applicable, and Remind 101 texts.

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
Garnica, Francisco	Principal
Allen, Jason	Assistant Principal
Glasford, Franklyn J.	Assistant Principal
Jove, Jodie	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's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Reading Department Head/Literacy Coach – Cherea Clark
• Language Arts Department Head – Chance Benton
• Language Arts Department Head/Literacy Coach – Maite Jerez
The literacy coaches and language arts department head will assist in the implementation of the school's Comprehensive Research-Based Reading Plan (CRRP), supplemental reading programs, and scientifically-based reading research strategies. Furthermore, literacy coaches will train teachers on data analysis to drive instruction and will participate in coaching cycles to ensure that effective lesson planning and teaching is occurring.
• Mathematics Department Head – Noel Gray
• Mathematics Coach – Tandy Caraway
The mathematics coach and department head will assist in the implementation of the effective instructional practices and strategies. The coach will train teachers on data analysis to drive instruction and will participate in coaching cycles to ensure that effective lesson planning and teaching is occurring.
• Media Specialist – Marianne Heinze
The media specialist will monitor the volume of the literature checked out by students and assist students with selecting appropriate leveled reading materials. The media specialist will also provide mini workshops for students that will help them with research projects, technology, and other useful media topics.
• Program Specialist – Jacqueline Carter
• Special Education Department Head – Daniel Perez
• Student Services Department Head – Yixsi Quintana
• School Psychologist – Dr. Neil Hornstein
The student services department head and school psychologist will monitor, process, and collect data for students identified by the teacher as possibly in need of intervention. After analyzing the data, if it is decided that the student is in need of academic and/or behavioral intervention and/or counseling, the special education department head and program specialist will coordinate and complete documentation for the RtI process.

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

Several members of the Leadership Team are also on the School Advisory Council (SAC). These members worked together with the principal and assistant principal over curriculum to develop the School Improvement Plan (SIP). The other members of the Leadership Team provided feedback during the End-of-Year review of the 2013 - 2014 SIP. This feedback included information on the

barriers and strategies, specifically what worked and what needs to be modified. This information was used to revise the current SIP and develop the SIP for the new school year.
Professional Learning Communities (PLC) will analyze and utilize data during lunch-time meetings to identify areas in need of re-teaching and share best practices.
Title I, Part A:
At American High School, services are provided to guarantee students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Literacy coaches, department heads, and key individuals from the leadership team develop, lead, and evaluate school core content standards/ programs; analyze existing literature on scientifically based curricula/behavior assessment and intervention approaches; identify systematic patterns of student needs while working with district personnel to implement appropriate, evidence-based intervention strategies; assist with school-wide screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation of ongoing progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and Supplemental Educational Services.
Title I, Part C- Migrant:
American provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D - N/A
Title II:
We are a Title II district that uses supplemental funds for improving basic education as follows:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL, etc.
• training and substitute release time for Professional Development Liaisons (PDL), focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III:
Services are provided by the district for educational materials and ELL personnel support to improve English Language Learner students that speak languages other than Spanish and Haitian Creole.
Title VI, Part B - N/A
Title X- Homeless:
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity awareness campaign to all the schools; each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI):
American will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs:
At American, our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, bullying, harassment, stress, suicide, isolation, family violence, and other crises. The TRUST Specialist sponsors the DFYIT program and peer mediation.
Nutrition Programs:
•American adheres to and implements the nutrition requirements stated in the District Wellness Policy.
•Nutrition education, as per state statute, is taught through physical education.
•American's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Adult Education:
High school completion courses are available to all eligible American Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education:
•By promoting Career Pathways and Programs of Study, students will become academy program completers and have a solid plan based on the understanding and appreciation of the various post-secondary opportunities available.
• Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.
•Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.
• Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
•American houses six academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students to complete high school with a technical certificate.
Job Training - N/A
Other:
Parental Involvement Program Description:
•Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents of available programs.
•Increase parental engagement and involvement through developing our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents and activities necessary in order to comply with dissemination and reporting requirements.
•Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops accordingly with flexible times to accommodate parents' schedules and build their capacity for involvement.
•Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tiffany Davis	Teacher
Raul Perez	Teacher
Tosha Smith	Education Support Employee
Richard LePore	Business/Community
Urguetta Alberto	Parent
Mellissa Wiggins	Parent
Kathy Leon	Parent
Ketsy Piedrahita	Parent
Jason Smith	Parent
Tracy Thompkins	Parent
Francisco Garnica	Principal
Christine Rowan	Teacher
Larcenia Turner-Dixon	Teacher
Michael Parker	Student
Jasmin Soler	Student
Philisha Wallace	Student
Sara Cruz	Student
Richard Browning	Teacher
Jessica Contreras	Teacher
Krystal Smith	Student
Jacqueline Carter	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

During the SAC meetings, the committee will examine last year's School Improvement Plan (SIP) and identify strengths and areas in need of improvement in an effort to focus on the necessary modifications that will help strengthen teaching and improve student achievement. SAC will also discuss the school's 2015 state assessment data results and review the High School Grading Matrix data to determine the target areas for the upcoming school
year.

Development of this school improvement plan

SAC will play an integral role in the development of the School Improvement Plan (SIP). It will prioritize the needs of the school and develop strategies for improving deficient areas, as well as develop a plan for measuring the results of the SIP. It will have the authority, as well as the responsibility, to be able to make recommendations on how the school operates and improves overall student achievement. Finally, SAC will make decisions in the expenditure of its funds to meet the SIP goals.

Preparation of the school's annual budget and plan

N/A

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

• Literacy Strategies - Printing, copying, and laminating of posters, activities, word walls, etc.: $1,900.00
• Strategies for Implementing Common Core Standards for Mathematics - Printing of overhead transparencies for modeling problem solving: $1,700.00
• Implementation of the Common Core for Science - Printing and copying: $1,875.00
• Implementation of FCAT 2.0 Writing Standards - Printing and copying $1,900.00
• Raising Attendance rate - Incentives for attendance $500.00
• Reducing indoor and outdoor suspension - Printing of the Student Code of Conduct $800.00
• Increase communication of school-wide initiatives and services - Printing and copying $500.00

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
Garnica, Francisco	Principal
Allen, Jason	Assistant Principal
Glasford, Franklyn J.	Assistant Principal
Jove, Jodie	Assistant Principal
Guevara, Adriana	Teacher, K-12
Clark, Cherea	Instructional Coach
Constant, Yvette	Guidance Counselor
Brown , Stanley	Teacher, K-12
Corbett, Tanisha	Teacher, K-12
Facey, Carita	Teacher, K-12
Farrington , Kelvin	Teacher, K-12
Ferrer, Cristina	Teacher, ESE
McFadden , Lowanda	Teacher, K-12
Panka, Dianne	Teacher, K-12
Salmasi, Patrick	Teacher, K-12
Rowan , Christine	Other

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT for the 2015-2016 school year include:
-Literacy Fair or other school-wide literacy function

-Grant writing to build literacy programs cross-curricular
-Literacy contests
-Involving students from the American "Gems", "NEHS" and "Patriot Poet Society" to participate in LLT events/meetings and offerstudent insight.
-Increasing parental awareness on the importance of literacy in the home
-Organizing one major literacy-centered school event during Literacy Week
-Conducting professional development activities to address school-wide reading concerns and prioritize effective reading instruction and student outcomes
-Field trips to promote literacy (i.e., Gables Stage Shakespeare production, MDCC Book Fair, etc.)

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

In an effort to encourage positive working relationships between teachers and encourage collaborative planning and instruction, American Senior High School offers several opportunities, including, but not limited to, faculty meetings, early release days, teacher planning days, and PLC meetings. Every department as an established team of teachers that is dedicated to sharing best practices and planning collaboratively to enhance instructional practices. Goal setting is another significant component of the collaboration process, which truly encourages positive working relationships among the teachers.

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

• Offer on-site professional development opportunities for teachers so they an maintain their "Highly Qualified" status.
• Review resumes that are sent to the administration and find the skills that match the schools' needs.
•Monitor and notify teachers when certification is about to expire and e-mail them with recommendations for recertification.
• Participate in the MINT program.
• Partner with local universities and participate in programs that provide intern and field student opportunities in hopes of building the school's recruitment pool.

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

The MINT program is designed to assist new teachers with all components of teaching such as: lesson planning, classroom management, instructional strategies, analyzing data, and integrating technology. The mentee is assigned to a mentor, who provides assistance with the aforementioned components of teaching and offers constructive feedback to help build capacity with the mentee. All Mentor-Mentee interactions and recommendations are kept on file as are the hours of completion.

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

The school ensures that core instructional programs and materials are aligned to Florida's standards by following the pacing guides developed by the District of Miami Dade County Public and/or other

research-based, state approved and adopted materials that are aligned to the Florida State Standards. Moreover, through coaching
cycles, instructional coaches assist teachers with planning, lesson execution, and assessments that are all also aligned to the Florida State Standards. Administrators closely monitor all instructional programs and materials by conducting classroom walk-throughs and providing timely feedback.

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

American Senior High School uses data to provide and differentiate instruction that meets the diverse needs of students. The school ensures that every teacher is trained on data analysis and using data to drive and differentiate instruction. Teachers contribute to the academic improvement of their students by attending, and being active participants, in weekly collaborative planning session where instructional decisions based on curriculum and instructional delivery are discussed in details. Data chats, with teachers and students, also plays a major role in meeting the diverse needs of our students. This practice has enabled teachers to deeply analyze their data and utilize it to strengthen their instruction and ultimately increase their student achievement levels.

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: 16,740

• Peer tutorial services before and after school through National Honor Society and Mu Alpha Theta for all content areas
• After school teacher tutorials for all FSA, FCAT, and EOC related subjects

Strategy Rationale

Student need based on assessment data.

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Garnica, Francisco, pr7011@dadeschools.net

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

Data from bi-weekly mini-assessments for all FSA and EOC subjects will be analyzed and used to drive instruction. In addition, all baseline and mid-year data will be monitored and used to modify instruction and conduct small groups within the classroom. Administrative walk-throughs will also serve as a measure of data collection to determine the effectiveness of the strategy as evidenced by lesson plans, delivery, and student-centered learning/accountable talk. ?

Strategy: Weekend Program
Minutes added to school year: 1,440

Saturday Success Academy to target specific students in need of remediation in tested areas

Strategy Rationale

Data from the 2014-2015 school year as well as the shift from FCAT to FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Garnica, Francisco, pr7011@dadeschools.net

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

Data from bi-weekly mini-assessments for all FSA and EOC subjects will be analyzed and used to drive instruction. In addition, all baseline and mid-year data will be monitored and used to modify instruction and conduct small groups within the classroom. Administrative walk-throughs will also serve as a measure of data collection to determine the effectiveness of the strategy as evidenced by lesson plans, delivery, and student-centered learning/accountable talk. ?

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

Each grade level is assigned a counselor who closely monitors the student progress toward meeting graduation requirements. The counselors advise those who are falling behind to utilize resources such as afternoon/night school and Florida Virtual school to recover lost credits. In addition, the school hosts articulation presentations where vital information (i.e., advanced academics, magnet programs, academies) is shared with incoming freshman from the feeder pattern middle schools. Senior parent night is another way we employ support; this meeting informs parents about their senior child's graduation requirements and obligations.
Orientation meetings for sophomore and junior parents will be held for the first time this school year to ensure that students are on track and meting the expectations as they transition from grade-level.

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

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curricula, academies, various academic organizations and extracurricular activities.
Once students receive their subject selection sheets, and have had time to review them with their parents, counselors then meet with students on a one-on-one basis to review grade-level requirements and offer insight and input on the classes students should select. The final course selection is sent home for a parent signature.

Throughout the school year, the CAP advisor takes students on field trips to college fairs and campuses. She also arranges for recruiters from various schools to talk to students about the programs that their institutions have to offer. The CAP advisor also has office hours during lunch and after school to discuss plans for after graduation with students individually.

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

Our school offers students elective courses in art, business, technology, and career study. Students also have the option of participating in one of the following seven academies:
1. Academy of Biomedical Careers
2. Academy of Hospitality and Tourism
3. Academy of Information Technology
4. Engineering Academy for Student Excellence
5. Fine Arts Academy
6. Law Studies Academy
7. Undergraduate Studies Academy
Two of the academies are NAF-certified, leading to industrial certification. Many of these courses focus on job skills and offer students internships in the areas of Biomedical, Hospitality and Technology. The Law Studies Academy also offers internships to students. Our school's daily focus is to ensure academic rigor, relevance and relationships.

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

American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.
As the students transition from one grade level to the next, Student Services monitors their progress to verify that all requirements are met or in progress of being completed. In addition, various activities are held with parents and students to assist in their transition from one level to the next.
Such activities include:
• Articulation
• Freshmen orientation parent night
• Sophomore parent night
• Junior parent night
• Senior parent night
• Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.
Using the Advanced Placement (AP) Readiness report provided by College Board after the PSAT, the Assistant Principal over curriculum (APC) and counselors identify the high achieving students who should be in AP and honors classes. The APC meets with the parents/guardians of these students to discuss advanced academics opportunities.

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

Strategies for improving student readiness for the public postsecondary level include the ACT Online Prep Program, funded by the Title I Program, which is made available to all students at American Senior High School. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. Moreover,

American Senior High continues to encourage all high performing tenth-grade students to register for the Scholastic Aptitude Test (SAT), American
College Testing (ACT) and/or College Placement Test (CPT) in order for students to gauge their preparedness for post-secondary education. In addition, all eligible students are encouraged to take Advanced Placement, AICE, and Dual Enrollment courses to enhance their post-secondary educational careers.

The most current High School Feedback Report indicates that 51.1% of 2013 American Senior High graduates enrolled in a Florida public postsecondary institution in Fall 2013, compared to 57.3% at the District level and 51.4% at the state level. Specifically, 43.4% enrolled in a community college in Florida compared to 41.3% at the District level and only 33% at the state level. In terms of enrollment in a state university, American Senior High School was at 7.42% while the District was at 15.2% and the state at 17.6%.

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.   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`

🔍 G070722

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	56.0
U.S. History EOC Pass	55.0
Bio I EOC Pass	60.0

Resources Available to Support the Goal `2`

- I-Specs/SIG planning tool, LAFS/MAFS/NGSSS, Item Specs, pacing guides, Instructional Coaches, coaching cycles, Curriculum Support Specialists, collaborative planning, and other research-based strategies.

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective implementation of Gradual Release of Responsibility Model (GRRM) and other research-based strategies to deliver standards-based instruction.

Plan to Monitor Progress Toward G1. `8`

Monitor use of assessment data as an instructional planning tool through data chats conducted among leadership team and core subject area teachers.

Person Responsible

Francisco Garnica

Schedule

Monthly, from 9/8/2014 to 4/24/2015

Evidence of Completion

Data from Gateway 2 Data (G2D), collection of student portfolios, and teacher feedback from data chat reflection sheets

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`

🔑 G070722

G1.B1 Limited evidence of effective implementation of Gradual Release of Responsibility Model (GRRM) and other research-based strategies to deliver standards-based instruction. `2`

🔑 B184299

G1.B1.S1 Utilize corresponding state standards, I-Specs/SIG planning tools, and pacing guides during effective collaborative planning to ensure fidelity to standards-based instruction through the GRRM and other research-based strategies. `4`

🔑 S195843

Strategy Rationale

Limited evidence of effective implementation of the GRRM and other effective research-based strategies, during administrative walkthroughs of all core classrooms. Implementing this strategy will increase the effectiveness of the barrier by providing resources that are aligned to the standards in order to assist with planning.

Action Step 1 `5`

Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.

Person Responsible

Tiffany Davis

Schedule

Triannually, from 9/15/2015 to 4/21/2016

Evidence of Completion

Meeting agendas and sign-in sheets

Action Step 2 `5`

Provide mini professional development sessions for core area teachers on targeted standards-based instruction that aligns to the performance task using the district pacing guides and other research-based tools obtained at monthly ICAD meetings.

Person Responsible

Maite Robles

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Meeting agendas, sign-in sheets (optional), administrative walkthroughs, and lesson plans

Action Step 3 `5`

Provide professional development that will demonstrate to teachers effective implementation of the GRRM during early release.

Person Responsible

Tiffany Davis

Schedule

On 10/8/2015

Evidence of Completion

Meeting agenda, sign-in sheets and Meeting agendas and lesson plans reflecting evidence of the GRRM

Action Step 4 `5`

Provide coaching support targeting standards-based instruction that aligns to performance task.

Person Responsible

Cherea Clark

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Lesson plans, coaching logs and calendars, and administrative walkthroughs

Action Step 5 `5`

Continuously monitor the implementation of standards-based instruction that aligns to the performance task.

Person Responsible

Jodie Jove

Schedule

Daily, from 10/12/2015 to 3/18/2016

Evidence of Completion

Administrative walkthrough notes and feedback

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

Monitor effectiveness of the implementation of standards-based instruction through the GRRM and other high-yield, effective research-based strategies, as suggested best practices, by conducting weekly collaborative planning sessions, coaching cycles as needed, and ongoing administrative walkthroughs.

Person Responsible

Francisco Garnica

Schedule

Weekly, from 10/8/2015 to 6/3/2016

Evidence of Completion

Meeting agendas, sign-in sheets (optional), coaching logs, and feedback from administrative walkthroughs

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

Administer formative/summative district and school-developed assessments and monitor student end products and portfolios for effectiveness.

Person Responsible

Francisco Garnica

Schedule

Monthly, from 10/8/2015 to 6/3/2016

Evidence of Completion

Formative/summative district and school-developed assessments and student end products and portfolios

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	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	Davis, Tiffany	9/15/2015	Meeting agendas and sign-in sheets	4/21/2016 triannually
G1.B1.S1.A2	Provide mini professional development sessions for core area teachers on targeted standards-based instruction that aligns to the performance task using the district pacing guides and other research-based tools obtained at monthly ICAD meetings.	Robles, Maite	9/25/2015	Meeting agendas, sign-in sheets (optional), administrative walkthroughs, and lesson plans	6/3/2016 monthly
G1.B1.S1.A3	Provide professional development that will demonstrate to teachers effective implementation of the GRRM during early release.	Davis, Tiffany	10/8/2015	Meeting agenda, sign-in sheets and Meeting agendas and lesson plans reflecting evidence of the GRRM	10/8/2015 one-time
G1.B1.S1.A4	Provide coaching support targeting standards-based instruction that aligns to performance task.	Clark, Cherea	9/21/2015	Lesson plans, coaching logs and calendars, and administrative walkthroughs	6/3/2016 biweekly
G1.B1.S1.A5	Continuously monitor the implementation of standards-based instruction that aligns to the performance task.	Jove, Jodie	10/12/2015	Administrative walkthrough notes and feedback	3/18/2016 daily
G1.MA1	Monitor use of assessment data as an instructional planning tool through data chats conducted among leadership team and core subject area teachers.	Garnica, Francisco	9/8/2014	Data from Gateway 2 Data (G2D), collection of student portfolios, and teacher feedback from data chat reflection sheets	4/24/2015 monthly
G1.B1.S1.MA1	Administer formative/summative district and school-developed assessments and monitor student end products and portfolios for effectiveness.	Garnica, Francisco	10/8/2015	Formative/summative district and school-developed assessments and student end products and portfolios	6/3/2016 monthly
G1.B1.S1.MA1	Monitor effectiveness of the implementation of standards-based instruction through the GRRM and other high-yield, effective research-based strategies, as suggested best practices, by conducting weekly collaborative	Garnica, Francisco	10/8/2015	Meeting agendas, sign-in sheets (optional), coaching logs, and feedback from administrative walkthroughs	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning sessions, coaching cycles as needed, and ongoing administrative walkthroughs.				

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 Limited evidence of effective implementation of Gradual Release of Responsibility Model (GRRM) and other research-based strategies to deliver standards-based instruction.

G1.B1.S1 Utilize corresponding state standards, I-Specs/SIG planning tools, and pacing guides during effective collaborative planning to ensure fidelity to standards-based instruction through the GRRM and other research-based strategies.

PD Opportunity 1

Provide mini professional development sessions for core area teachers on targeted standards-based instruction that aligns to the performance task using the district pacing guides and other research-based tools obtained at monthly ICAD meetings.

Facilitator

Instructional Coaches and Department Chairpersons

Participants

All core instructors

Schedule

Monthly, from 9/25/2015 to 6/3/2016

PD Opportunity 2

Provide professional development that will demonstrate to teachers effective implementation of the GRRM during early release.

Facilitator

Instructional Coaches and lead teachers

Participants

All core instructors

Schedule

On 10/8/2015

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	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	$0.00
2	G1.B1.S1.A2	Provide mini professional development sessions for core area teachers on targeted standards-based instruction that aligns to the performance task using the district pacing guides and other research-based tools obtained at monthly ICAD meetings.	$0.00
3	G1.B1.S1.A3	Provide professional development that will demonstrate to teachers effective implementation of the GRRM during early release.	$0.00
4	G1.B1.S1.A4	Provide coaching support targeting standards-based instruction that aligns to performance task.	$0.00
5	G1.B1.S1.A5	Continuously monitor the implementation of standards-based instruction that aligns to the performance task.	$0.00
		Total:	$0.00