

# American Senior High School



# 2016-17 Schoolwide Improvement Plan

## American Senior High School

18350 NW 67TH AVE, Hialeah, FL 33015

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for American Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

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

American Senior High School is committed to providing educational excellence for all. Our vision 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 encourage students to be competitive in an ever-changing global community by addressing academics, career pathways, and character development.

#### 2. School Environment

##### a. 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.

##### b. 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, and instructional support personnel 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.

##### c. 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 is based on the 9 Core Values initiative. These core values, as outlined in the Code of Student Conduct, are shared with students throughout the school year to ensure students develop the necessary values to participate as caring responsible citizens. Each month is represented by a different core value, which is announced over the school's public announcement system throughout the month and also shared with the student body through videos. In addition, faculty and staff reward and recognize students who display the core values.

**d. 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 students and develops an individualized plan to meet their social-emotional needs. Additionally, the school offers peer mediation that helps minimize social-emotional disturbances. 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 positive behavior. In addition, our school has been assigned a Motivational Coach who meets with individual students, as well as small groups, on a needs basis.

### 3. Early Warning Systems

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

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

The early warning system is used to monitor our students' academics, behavior, and attendance. This system allows us to take the necessary action steps to ensure that students are on track for graduation.

Below are the early warning indicators:

- 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 or 2 on the statewide assessment in English Language Arts or Mathematics

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	14	14	21	53	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	2	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	108	112	35	52	307	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	590	264	477	313	1644	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	287	90	162	164	703

**c. 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.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315873>.

##### 2. Description

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

### 2. 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 Senior High School.

Other resources that we use to keep the community informed are ConnectEd messages, the school website, flyers, and The Miami Laker.

Students and parents also receive notifications through their student/parent portal, teacher web pages, ConnectEd, and Remind 101 texts.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Papp, Stephen	Principal
Jove, Jodie	Assistant Principal
Baptiste, Marieyola	Assistant Principal
Gonzalez, Alex	Assistant Principal

## **b. Duties**

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

The Administrative Team includes Mr. Francisco Garnica, Principal; Ms. Marieyola Baptiste, Assistant Principal; Mr. Alex Gonzalez, Assistant Principal; and Ms. Jodie Jove, Assistant Principal over Curriculum. The Administrative Team is responsible for analyzing student achievement results and making instructional decisions based on student data, maintaining a safe learning environment for all students, instructional and organizational leadership, faculty development, and school management.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Reading Department Head/Transformation Coach – Cherea Clark
- Language Arts Department Head – Chance Benton

The individuals listed above assist in the implementation of the school's Comprehensive Research-Based Reading Plan (CRRP), supplemental reading programs, and scientifically-based reading research strategies. Furthermore, instructional 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 – Carita Facey & Fritz Ady
- Mathematics Coach – Bertine Triche

The mathematics coach and department heads 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. Maritere Franco

The student services department head and the school psychologist will monitor, process, and collect data for students identified by the teacher as possibly in need of academic and/or behavioral 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 counselors, special education department head and program specialist will coordinate and complete documentation for the Rtl process.

### **2. 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 2015 - 2016 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 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: N/A

Title I, Part D - N/A

Title II:

American Senior High School implements Title II by utilizing 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:

American Senior High School implements Title III by utilizing supplemental funds for services such as educational materials and resources as well as tutorials for ELL students in an effort to provide them a quality education and help them be successful during their high school career.

Title VI, Part B - N/A

Title X- Homeless:

American Senior High School's Student Services department works alongside The Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Additionally, we work with Project Upstart to assist us with the identification, enrollment, attendance, and transportation of homeless students at

our school. Project Upstart also provides us with a homeless sensitivity awareness video and curriculum manual to help us better understand the needs of our homeless population, as well as tutoring and counseling to twelve homeless shelters in the community that services some of our 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:

American Senior High School implements a Parental Involvement Program that involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents of available programs. In addition, this program increases 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. The Parental Involvement Program conducts informal

parent surveys to determine the specific needs of our parents, and schedules workshops accordingly, with flexible times to accommodate parents' schedules and build their capacity for involvement. Finally, we 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 monthly as documentation of compliance.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jessica Contreras	Teacher
Tosha Smith	Education Support Employee
Richard LePore	Business/Community
Urgueta Alberto	Parent
Melissa Wiggins	Parent
Kathy Leon	Parent
Ketsy Piedrahita	Parent
Jason Smith	Parent
Juan Hollingsworth	Parent
Francisco Garnica	Principal
Larcenia Turner-Dixon	Teacher
Jazzmine Fitzgerald	Student
Trizia Herrera	Student
Philisha Wallace	Student
Taylah Brown	Student
Richard Browning	Teacher
Krystal Smith	Student
Jacqueline Carter	Teacher
Destiny Dawson	Student
Terri Simpson	Teacher
Anthony Jones	Teacher
Jodie Jové	Teacher

### b. Duties

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

#### a. 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 2016 state assessment data results and review the High School Grading Matrix data to determine the target areas for the upcoming school year.

*b. 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.

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

SAC makes decisions in the expenditure of its funds to meet the SIP goals and the needs of the school and students. SAC plans to utilize funds for attendance and academic initiatives and incentives.

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

- Core Instruction- Dictionaries for ELL, digital storage and printing for journalism and test prep software: \$1,500
- Media Center - Books, magazines, and academic journals as well as a new lamination machine: \$3,000
- Attendance and Academics Initiatives and Incentives: \$1,500
- Fine Arts Academy - New instruments for band, books, and art supplies: \$2,000
- General Supplies - Includes supplies as well as toner for printers: \$1,500

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Papp, Stephen	Principal
Jove, Jodie	Assistant Principal
Guevara, Adriana	Teacher, K-12
Clark, Cherea	Instructional Coach
Constant, Yvette	School Counselor
Brown , Stanley	Teacher, K-12
Corbett, Tanisha	Teacher, K-12
Facey, Carita	Teacher, K-12
Ferrer, Cristina	Teacher, ESE
Panka, Dianne	Teacher, K-12
Baptiste, Marieyola	Assistant Principal
Gonzalez, Alex	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Major initiatives of the LLT for the 2016-2017 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 to offer student 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 literacy concerns and prioritize effective reading strategies, instruction, and student outcomes
- Field trips to promote literacy (i.e., Gables Stage Shakespeare production, MDCC Book Fair, etc.)

**D. Public and Collaborative Teaching**

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

**1. 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.

**2. 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.
- Utilize Teacher Match to ensure we are hiring highly qualified individuals that meet our school's needs.
- Monitor and notify teachers when certification is about to expire and e-mail them with recommendations for re- certification.
- Participate in the MINT program.
- Participate in the Advanced Placement (AP) mentor/mentee program through the College Board.
- Partner with local universities and participate in programs that provide intern and field student opportunities in hopes of building the school's recruitment pool.

**3. 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. All Mentor-Mentee interactions and recommendations are kept on file as are the hours of completion.

The AP mentor/mentee program, facilitated by the College Board, provides guidance for teachers new to the AP program via a mentor that is assigned by the College Board. This school year, we have several new teachers to AP, and as a result, they are participating in this program.

**E. Ambitious Instruction and Learning**



## 1. Instructional Programs and Strategies

### a. Instructional Programs

#### ***1. 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 also aligned to the Florida State Standards. Administrators closely monitor all instructional programs and materials by conducting classroom walk-throughs and providing timely feedback throughout the school year.

### b. Instructional Strategies

#### ***1. 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, using Gateway 2 Data (G2D) and other data sources, to drive and differentiate instruction. Teachers contribute to the academic improvement of their students by attending, and being active participants, in weekly collaborative planning sessions where instructional decisions, based on curriculum and instructional delivery, are discussed in detail. Data chats, with teachers and students, also play 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 and learning gains.

#### ***2. 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: 8,500**

- Peer tutorial services before and after school through National Honor Society and Mu Alpha Theta for all content areas
- After school tutorials for remediation and enrichment in the core subjects to support the FSA, EOC, and ACT/SAT assessments
- After school Professional Learning Communities in the core subjects to enhance standards-based instruction

**Strategy Rationale**

Standards-based enrichment and remediation based on students' needs as evidenced by EOC and FSA data.

**Strategy Purpose(s)**

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

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

Papp, Stephen, pr7011@dadeschools.net

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

Data from mini-assessments and topic assessments for all FSA and EOC subjects will be analyzed via G2D and PowerBI 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. Administrative walk-throughs will also serve as a measure of data collection to determine the effectiveness of teaching and learning as evidenced by lesson plans, delivery, and student engagement.

**Strategy: Weekend Program**

**Minutes added to school year: 2,160**

Saturday Success Academy

**Strategy Rationale**

Standards-based enrichment and remediation based on students' needs as evidenced by EOC and FSA data.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Papp, Stephen, 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 via G2D and PowerBI 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 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, including but not limited to, advanced academics, magnet programs, academies, attendance, athletics, and activities, is shared with incoming freshman from the feeder pattern middle schools. Sophomore, Junior, and Senior parent nights are another way we employ support; these meetings inform parents about their child's graduation requirements and obligations as well as school-wide academic, attendance, and behavioral policies and procedures.

**b. College and Career Readiness**

**1. 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 adviser takes students on field trips to college fairs and campuses. He also organizes two college fairs, one in the fall and one in the spring, and arranges for recruiters from various schools to talk to students about the programs that their institutions have to offer. The CAP adviser also has office hours during lunch and after school to discuss plans for post-secondary education.

**2. 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

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.

**3. 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 grade level to the next. Such activities include:

- Articulation
- Freshmen orientation parent night
- Sophomore parent night
- Junior parent night
- Senior parent night
- College Fair
- Parent Resource Fair

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 academic opportunities.

**4. 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 post-secondary 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 program allows students the opportunity to receive individualized feedback and instruction in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. Moreover, American Senior High continues to encourage all high performing tenth-grade students to register for the SAT, ACT, and/or PERT 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 51.7% of 2014 American Senior High graduates enrolled in a Florida public post-secondary institution in Fall 2014, compared to 59.1% at the District level and 52% at the state level. Specifically, 42.2% enrolled in a community college in Florida compared to 43.5% at the District level and only 34% at the state level. In terms of enrollment in a state university, American Senior High School was at 8.1% while the District was at 15.1% and the state at 17.2%.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction is improved then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. If core instruction is improved then student achievement will increase.** 1a

G088130

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	62.0
U.S. History EOC Pass	60.0
Bio I EOC Pass	60.0

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of standards-based instruction that aligns to performance tasks.
- Limited evidence of collaborative discussions that promote student engagement.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Technology, I-Specs/SIG planning tool, LAFS/MAFS/NGSSS, item specs, pacing guides, instructional coaches, coaching cycles, collaborative planning, professional learning communities, and other research-based strategies aligned to the standards and that promote student engagement.

**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**

Stephen Papp

**Schedule**

Monthly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Data from PowerBI, 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

 = Problem Solving Step     S123456 = Quick Key



**G1.** If core instruction is improved then student achievement will increase. 1

 G088130

**G1.B1** Limited evidence of standards-based instruction that aligns to performance tasks. 2

 B234364

**G1.B1.S1** Utilize corresponding state standards, I-Specs/SIG planning tool, item specs, pacing guides, and other research-based strategies aligned to the standards during effective collaborative planning to ensure fidelity to standards-based instruction that aligns to performance tasks. 4

 S247122

### Strategy Rationale

Limited evidence of effective implementation of standards-based instruction aligned to performance tasks during administrative walkthroughs. 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 and lesson execution.

### Action Step 1 5

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

#### Person Responsible

Jessica Contreras

#### Schedule

Triannually, from 9/15/2016 to 4/20/2017

#### Evidence of Completion

Meeting agendas and sign-in sheets

### Action Step 2 5

Provide professional development sessions for 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 and other off-site professional development sessions.

#### Person Responsible

Cherea Clark

#### Schedule

Monthly, from 8/30/2016 to 5/18/2017

#### Evidence of Completion

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

### Action Step 3 5

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

**Person Responsible**

Cherea Clark

**Schedule**

Biweekly, from 8/30/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans, coaching logs and calendars, and administrative walkthroughs

### Action Step 4 5

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

**Person Responsible**

Stephen Papp

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

***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 aligned to performance tasks by conducting weekly collaborative planning sessions, coaching cycles as needed, and ongoing administrative walkthroughs.

**Person Responsible**

Stephen Papp

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

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

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

Effectiveness will be monitored by ongoing assessments that reflect an increase in student achievement data, both proficiency and learning gains, that is directly aligned to standards-based instruction.

**Person Responsible**

Stephen Papp

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017


***Evidence of Completion***

Assessment data from PowerBi and G2D

**G1.B2** Limited evidence of collaborative discussions that promote student engagement. **2**

 B234365

**G1.B2.S1** Utilize technology, accountable talk, collaborative discussions, instructional coaches, coaching cycles, and other research-based strategies that promote student engagement. **4**

 S247123

**Strategy Rationale**

Limited evidence of student engagement during administrative walkthroughs. Implementing this strategy will increase the effectiveness of the barrier by providing resources that promote student engagement.

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

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

**Person Responsible**

Jessica Contreras

**Schedule**

Triannually, from 9/15/2016 to 4/20/2017

***Evidence of Completion***

Meeting agendas and sign-in sheets

**Action Step 2** **5**

Provide professional development sessions for teachers centered on technology and other strategies that promote student engagement.

**Person Responsible**

Cherea Clark

**Schedule**

Monthly, from 9/29/2016 to 5/18/2017

***Evidence of Completion***

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

### Action Step 3 5

Provide coaching support for teachers targeting activities that promote student engagement.

**Person Responsible**

Cherea Clark

**Schedule**

Biweekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Coaching logs and calendars, lesson plans, administrative walkthroughs and feedback

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Continuously monitor the implementation of activities, strategies, and resources that promote student engagement.

**Person Responsible**

Stephen Papp

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Administrative walkthrough notes and feedback

### Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor effectiveness of the implementation of activities, strategies, and resources that promote student engagement by conducting weekly collaborative planning sessions, coaching cycles as needed, and ongoing administrative walkthroughs.

**Person Responsible**

Stephen Papp













**Schedule**

Daily, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A1  A321547	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	Contreras, Jessica	9/15/2016	Meeting agendas and sign-in sheets	4/20/2017 triannually
G1.B2.S1.A1  A321551	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	Contreras, Jessica	9/15/2016	Meeting agendas and sign-in sheets	4/20/2017 triannually
G1.B1.S1.A2  A321548	Provide professional development sessions for teachers on targeted standards-based instruction that...	Clark, Cherea	8/30/2016	Meeting agendas, MLP evaluations, sign-in sheets (optional), administrative walkthroughs, and lesson plans	5/18/2017 monthly
G1.B2.S1.A2  A321552	Provide professional development sessions for teachers centered on technology and other strategies...	Clark, Cherea	9/29/2016	Meeting agendas, MLP evaluations, sign-in sheets (optional), administrative walkthroughs, and lesson plans	5/18/2017 monthly
G1.B2.S1.A3  A321553	Provide coaching support for teachers targeting activities that promote student engagement.	Clark, Cherea	8/29/2016	Coaching logs and calendars, lesson plans, administrative walkthroughs and feedback	5/31/2017 biweekly
G1.B1.S1.A3  A321549	Provide coaching support for teachers targeting standards-based instruction that aligns to...	Clark, Cherea	8/30/2016	Lesson plans, coaching logs and calendars, and administrative walkthroughs	6/2/2017 biweekly
G1.MA1  M334671	Monitor use of assessment data as an instructional planning tool through data chats conducted among...	Papp, Stephen	8/22/2016	Data from PowerBI, G2D, collection of student portfolios, and teacher feedback from data chat reflection sheets	6/8/2017 monthly
G1.B1.S1.MA1  M334667	Effectiveness will be monitored by ongoing assessments that reflect an increase in student...	Papp, Stephen	8/22/2016	Assessment data from PowerBI and G2D	6/8/2017 weekly
G1.B1.S1.MA1  M334668	Monitor effectiveness of the implementation of standards-based instruction aligned to performance...	Papp, Stephen	8/22/2016	Meeting agendas, sign-in sheets (optional), coaching logs and calendars, and feedback from administrative walkthroughs	6/8/2017 weekly
G1.B1.S1.A4  A321550	Continuously monitor the implementation of standards-based instruction that aligns to the...	Papp, Stephen	8/22/2016	Administrative walkthrough notes and feedback	6/8/2017 daily
G1.B2.S1.MA1  M334669	Monitor effectiveness of the implementation of activities, strategies, and resources that promote...	Papp, Stephen	8/22/2016	Meeting agendas, sign-in sheets (optional), coaching logs and calendars, and feedback from administrative walkthroughs	6/8/2017 daily
G1.B2.S1.MA1  M334670	Continuously monitor the implementation of activities, strategies, and resources that promote...	Papp, Stephen	8/22/2016	Administrative walkthrough notes and feedback	6/8/2017 daily

## V. Professional Development Opportunities

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

**G1.** If core instruction is improved then student achievement will increase.

**G1.B1** Limited evidence of standards-based instruction that aligns to performance tasks.

**G1.B1.S1** Utilize corresponding state standards, I-Specs/SIG planning tool, item specs, pacing guides, and other research-based strategies aligned to the standards during effective collaborative planning to ensure fidelity to standards-based instruction that aligns to performance tasks.

### PD Opportunity 1

Provide professional development sessions for 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 and other off-site professional development sessions.

#### Facilitator

Instructional Coaches, Department Chairpersons, and teachers

#### Participants

All instructional staff

#### Schedule

Monthly, from 8/30/2016 to 5/18/2017

**G1.B2** Limited evidence of collaborative discussions that promote student engagement.

**G1.B2.S1** Utilize technology, accountable talk, collaborative discussions, instructional coaches, coaching cycles, and other research-based strategies that promote student engagement.

### PD Opportunity 1

Provide professional development sessions for teachers centered on technology and other strategies that promote student engagement.

#### Facilitator

Instructional Coaches, Department Chairpersons and teachers

#### Participants

All instructional staff

#### Schedule

Monthly, from 9/29/2016 to 5/18/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7011 - American Senior High School	Other		\$1,500.00
			Notes: General Supplies - Includes supplies as well as toner for printers			
2	G1.B1.S1.A2	Provide professional development sessions for 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 and other off-site professional development sessions.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7011 - American Senior High School	Other		\$2,700.00
			Notes: Core Instruction- Dictionaries for ELL, various Academy resources, materials, and books.			
3	G1.B1.S1.A3	Provide coaching support for teachers targeting standards-based instruction that aligns to performance task.				\$0.00
4	G1.B1.S1.A4	Continuously monitor the implementation of standards-based instruction that aligns to the performance task.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7011 - American Senior High School	Other		\$1,500.00
			Notes: Media Center - Books, magazines, test prep, and academic journals			
5	G1.B2.S1.A1	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.				\$2,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7011 - American Senior High School	Other		\$2,999.00
			Notes: Attendance and Academics Initiatives and Incentives			
6	G1.B2.S1.A2	Provide professional development sessions for teachers centered on technology and other strategies that promote student engagement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7011 - American Senior High School			\$0.00

Dade - 7011 - American Senior High School - 2016-17 SIP  
American Senior High School

		Notes: Notes	
7	G1.B2.S1.A3	Provide coaching support for teachers targeting activities that promote student engagement.	\$0.00
Total:			\$8,699.00