Alonzo & Tracy Mourning Senior High School

2017-18 Schoolwide Improvement Plan

Alonzo & Tracy Mourning Senior High School

2601 NE 151ST ST, Miami, FL 33160

http://atmourning.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Alonzo & Tracy Mourning Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 Alonzo and Tracy Mourning Senior High is to support student learning through the cooperation, devotion, and determination of all stakeholders, including parents, students, teachers, administrators, support personnel, and the communities in which our students live. We intend to provide our students with the best academic choices and diverse educational opportunities. We will strive to establish an environment that fosters high standards and expectations, challenges all students to reach their fullest potential, and empowers them to become productive, successful, and socially conscious members of our ever changing world.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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

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.

1.) Academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek secondary academic opportunities.

2.) Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

There are four primary Early Warning indicators in use at our school: attendance, suspensions, course failure and low performance on state assessments. The attendance indicator is triggered when a student's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension or placement at Success Academy. Attendance letters are sent home and parent conference are held to determine the cause of lack of school attendance. Students who receive one or more suspensions, whether in school or out of school or placement at Success Academy are also flagged by the Early Warning System (EWS). Course failure in English Language Arts or mathematics as well as a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics indicate academic difficulties which need to be analyzed and addressed to ensure students do not fall behind academically. Student Services tracks academic progress and meets with students who are failing after first, second and third quarter.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	76	40	20	141
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	110	140	171	120	541

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	115	60	130	41	346

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

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

Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school' s website under the parent and student tabs. Administration will monitor the various attendance reports through Gradebook and Download Manager.

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

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.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Shinn, Christopher	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Cooper, Lawrence	School Counselor
Rodriguez, Ileana	Teacher, K-12
Williams, Latoya	Teacher, K-12
Cooper, Michelle	Teacher, K-12
Martinez, Paola	Teacher, K-12

b. Duties

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

Christopher Shinn, Principal, in addition to allocating the necessary resources, will also provide the leadership, expertise, and a common vision for the use of data-based decision-making, and ensure that the school-based leadership team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
David Hart, Assistant Principal: oversees plant operation, transportation and Elective departments.
Eddie Medina, Assistant Principal: oversees SPED and ELL departments.
Stephanie M. Tudor, Assistant Principal: oversees Mathematics, Reading and Language Arts, Student Services, Social Studies and Science departments and master schedule.
Larry Cooper, Head of Student Services: oversees that the pupil progression plan is followed for every student.
Ileana Rodriguez, College Assistance Adviser: meets with students to inform them about post secondary opportunities.
Michelle Cooper, Test Chair: coordinates all school wide testing.
Latoya Williams, Athletic Director: ensures that the school is in compliance with FHSSA, GMAC and School Board policies in the area of athletics.
Paola Martinez, Activities Director: ensures that the school is in compliance with all school board policies as it pertains to activities.

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.

The Leadership Team supports the administration through a process of problem solving as issues and concerns arise. The team meets to review data from the following sources: Florida Standard Assessment English Language Arts (FSA ELA) District Interim Assessments, Florida Assessments from Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN). After reviewing the data, the team provides feedback on revising the strategies needed.

Title III
Alonzo and Tracy Mourning Senior High provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ELL and content area teachers
• coaching and mentoring for ELL and content area teachers (K-12)
• reading and supplementary instructional materials (K-12) hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christopher Shinn	Principal
Carl Hoover	Teacher
Deborah Duncan	Teacher
Gloria Willinger	Parent
Valerie Morgan	Business/Community
Ken Stabb	Business/Community
Michael Portnoy	Teacher
Paola Martinez	Teacher
Mairi Callam	Teacher
Maria Sellanes	Teacher
Ileana Rodriguez	Teacher
Petra Alexander	Education Support Employee
Beth Geduld	Parent
Marianna Talalaevsky	Parent
Charles Smith	Parent
Carolyn Muchacho	Parent
Danielle Link	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SIP was evaluated at the September 2017 EESAC meeting. It was determined that the schools test scores improved or stayed the same over the previous year. EESAC will continue to support programs that are directly linked to student achievement. The purpose of the Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is by preparing, monitoring and evaluating the School Improvement Plan. EESAC members will be able to provide input for discussion and integration into the school improvement plan, as appropriate.

b. Development of this school improvement plan

The EESAC:
• Schedules and conducts meetings on a regular basis;
• Reviews all applicable student performance data;

• Determines the students' needs and prioritizes them;
• Recommends strategies to improve areas of need;
• Decides how to measure results;
• Assists in the preparation and evaluation of the School Improvement Plan.

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

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

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

A school wide incentive plan has been created for all grade levels to motivate students to actively participate in assessments. School wide incentives were budgeted at $750.00.

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
Shinn, Christopher	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Martin, Sergio	Teacher, K-12
Oneil, Allison	Teacher, K-12
Portnoy, Michael	Teacher, K-12
Fray, Beulah	Teacher, K-12
Clark, Ellen	Teacher, K-12

b. Duties

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

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the LLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Alonzo and Tracy Mourning Senior High has created action plans for math, science, language arts, and social studies which are used to collaboratively plan by accountability area. Teachers will share best practices and create a collaborative lesson plan with in the common areas. School site professional development is teacher created, conducted and selected through out the year.

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

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

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

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

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.

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

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.

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

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: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tudor, Stephanie, studor@dadeschools.net

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

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

Strategy: Weekend Program

Minutes added to school year: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tudor, Stephanie, studor@dadeschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

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

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.

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

`1` = 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`

🔑 `G096804`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	3.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective planning aligned to the Florida Standards

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

- Department Chairs collaboration, teacher early release professional development days, item specs, pacing guides.

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible

Christopher Shinn

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Lesson plans and administrative walk through notes.

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

🔍 G096804

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

🔍 B260408

G1.B1.S1 Provide Professional Development on effective and research based instructional strategies. 4

🔍 S275808

Strategy Rationale

Provide professionals with the needed tools to plan with effective instructional stratgies.

Action Step 1 5

Lesson plans aligned to Florida Standards.

Person Responsible

Stephanie Tudor

Schedule

Monthly, from 8/28/2017 to 4/30/2018

Evidence of Completion

Teacher developed lesson plan.

Action Step 2 5

District pacing guides used in all content areas.

Person Responsible

Stephanie Tudor

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Lesson plans, meeting agendas

Action Step 3 `5`

Peer-to-Peer teacher reviews.

Person Responsible

Stephanie Tudor

Schedule

Monthly, from 11/6/2017 to 3/30/2018

Evidence of Completion

Teacher presentations, Department meeting agendas and minutes

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

Department Chairs will review content area lesson plans.

Person Responsible

Stephanie Tudor

Schedule

Biweekly, from 9/4/2017 to 3/30/2018

Evidence of Completion

Teacher and EOC content area lesson plans.

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

Meet with Department Chairs to review lesson plans.

Person Responsible

Stephanie Tudor

Schedule

Monthly, from 9/4/2017 to 10/20/2017

Evidence of Completion

Teacher generated lesson plan and administrative walk through notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔑 M399072	Meet with Department Chairs to review lesson plans.	Tudor, Stephanie	9/4/2017	Teacher generated lesson plan and administrative walk through notes	10/20/2017 monthly
G1.B1.S1.MA1 🔑 M399073	Department Chairs will review content area lesson plans.	Tudor, Stephanie	9/4/2017	Teacher and EOC content area lesson plans.	3/30/2018 biweekly
G1.B1.S1.A3 🔑 A370729	Peer-to-Peer teacher reviews.	Tudor, Stephanie	11/6/2017	Teacher presentations, Department meeting agendas and minutes	3/30/2018 monthly
G1.B1.S1.A1 🔑 A370727	Lesson plans aligned to Florida Standards.	Tudor, Stephanie	8/28/2017	Teacher developed lesson plan.	4/30/2018 monthly
G1.B1.S1.A2 🔑 A370728	District pacing guides used in all content areas.	Tudor, Stephanie	8/28/2017	Lesson plans, meeting agendas	5/25/2018 monthly
G1.MA1 🔑 M399074	Conduct instructional walkthroughs by administration and leadership to assess the improvement on...	Shinn, Christopher	9/25/2017	Lesson plans and administrative walk through notes.	5/31/2018 quarterly

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 effective planning aligned to the Florida Standards

G1.B1.S1 Provide Professional Development on effective and research based instructional strategies.

PD Opportunity 1

Lesson plans aligned to Florida Standards.

Facilitator

Lisa Berkson, Viviana Colon

Participants

All EOC and FSA instructional staff.

Schedule

Monthly, from 8/28/2017 to 4/30/2018

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	Lesson plans aligned to Florida Standards.				$2,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7048 - Alonzo & Tracy Mourning Senior High School	School Improvement Funds		$2,999.00
			Notes: School wide incentives			
2	G1.B1.S1.A2	District pacing guides used in all content areas.				$0.00
3	G1.B1.S1.A3	Peer-to-Peer teacher reviews.				$0.00
					Total:	$2,999.00