American Senior High School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

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 American 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 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 society.

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 will 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 and technical 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 American Senior High 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.

American Senior High 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.

American Senior High School's behavioral system is based on the district's 9 Core Values system. These core values, as outlined in the Code of Student Conduct, are shared with students throughout the school year to minimize behavioral issues and ensure that students exhibit acceptable behavior. Disciplinary action is taken by administration on a needs-basis and interventions such as counseling, mediation, mentoring, and alternatives to suspension are in place to outline the school's behavioral

expectations and ensure that students are exposed to a behavioral system that is fair 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.

American Senior High 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 that meets the needs of that particular student. 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 address the requirements of ESSA, P.L. No. 114-95, § 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.

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
-One or more suspensions
-Course failure in ELA or Mathematics
-Level 1 on statewide assessment
-Two or more indicators

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	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	33	224	104	84	445
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	187	305	261	256	1009

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	195	196	208	139	738

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) 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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

For the 2017 - 2018 school year, American Senior High School will conduct the following events and activities to
promote parental involvement:
-Freshman Orientation
-Sophomore, Junior, and Senior Orientations
-College Fair
-Family Unity Day
-Title I meetings
-PTA Meetings
-Parent Workshops
-EESAC Meetings
-Cambridge Night
-AOIT Parent Night
-Biomedical Parent Night
-Feeder Pattern Expo
-Drama-sponsored shows
-Band-sponsored events
-Awards assembly

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

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
• English Language Arts Department Head – Chance Benton
• Instructional Coach/ELL Department Head - Dawn Pearce
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 train teachers on data analysis to drive instruction and 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 individuals listed above assist in the implementation of effective mathematical instructional practices and strategies. Furthermore, the instructional coach trains teachers on data analysis to drive instruction and participates in coaching cycles to ensure that effective lesson planning and teaching is occurring.

• Media Specialist – Marianne Heinze

The media specialist monitors the volume of the literature checked out by students and assists students with selecting appropriate leveled reading materials. The media specialist also provides mini workshops for students that help them with research projects, technology, and other useful media topics.

• Program Specialist – Albert Almunia
• Special Education Department Head – Daniel Perez
• Student Services Department Head – Ginette Torres
• School Psychologist – Dr. Maritere Franco

The student services department head and the school psychologist monitor, process, and collect data for students identified by teachers 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 RtI process to ensure that the needs of the student are met.

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 work together with the Principal and Assistant Principal over Curriculum to develop the School Improvement Plan (SIP). Additional members of the Leadership Team, including Department Chairs and Instructional Coaches, solicit feedback from their respective departments and then provide overall feedback during the End-of-Year review of the SIP. This feedback includes information on the barriers and strategies, specifically what worked and what needs to be modified for the following school year. This information is shared with the faculty and with all SAC members at an end-of-year meeting. Once approved by the SAC, this information is used to revise the SIP at the end of each school year and also to 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. Instructional 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 Liaison (PDL), focusing on Professional Learning Communities (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 Senior High School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs:
At American Senior High School, our TRUST Counselor focuses on counseling students to solve problems related to drugs and alcohol, bullying, harassment, stress, suicide, isolation, family violence, and other crises. The TRUST Counselor sponsors the DFYIT program, peer mediation, and works with the community to ensure the social-emotional needs of students are met.

Nutrition Programs:
American Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. In addition, nutrition education, as per state statute, is taught through physical education. Finally, our Food Service Program, school breakfast, and school lunch follow 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:
American Senior High School 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. 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. Through such programs, students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

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
Urguetta Alberto	Parent
Mellissa Wiggins	Parent
Kathy Leon	Parent
Ketsy Piedrahita	Parent
Jason Smith	Parent
Juan Hollingsworth	Parent
Francisco Garnica	Principal
Larcenia Turner-Dixon	Teacher
Richard Browning	Teacher
Terri Simpson	Teacher
Anthony Jones	Teacher
Jodie Jové	Education Support Employee
Tracie McCullough	Education Support Employee
Robyn Wilson	Student
Crystal Smith	Student
Jaida Brown	Student
Raymond Dozier	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

During the SAC meetings, the committee examines the previous year's School Improvement Plan (SIP) and
identifies 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 also discusses the school's current action plan created by the administrative team as well as 2017 state assessment data results to determine the target areas for SIP.

b. Development of this school improvement plan

SAC plays an integral role in the development of the SIP. It prioritizes the needs of the school and develops strategies for improving deficient areas, as well as develops a plan for measuring the results of the SIP. It will SAC has 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. This school year, SAC plans to utilize funds for attendance and academic initiatives and incentives as well as instructional materials and resources.

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

• Core Instruction - Dictionaries for ELL: $1,500
• Media Center - Fictional novels, test-prep books, magazines, and toner for the lamination machine: $3,300
• Student Incentives & Interventions - Attendance and academic incentives, after school and Saturday tutorials, after school PLCs: $2,999
• Law Academy - New books: $1,300
• General Supplies - Toner for color 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
Clark, Cherea	Instructional Coach
Constant, Yvette	Teacher, Career/Technical
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 2017-2018 school year include:
-Building school-wide literacy awareness cross-curricular
-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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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 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. This year, for example, an experienced language arts teachers has been paired with a new teacher. The mentor and mentee meet once a week, during common planning, to ensure that the new teacher's lesson plans are standards-based, aligned, and data-driven. 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.

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.

American Senior High School ensures that core instructional programs and materials are aligned to Florida's standards by following the district pacing guides 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 daily classroom walkthroughs and providing timely feedback throughout the school year in an effort to build capacity and ensure that students are receiving a quality education.

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: 6,500

• 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 and build collaboration among the teachers

Strategy Rationale

•Standards-based remediation and enrichment based on students' needs as evidenced by FSA, EOC and ACT/SAT 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 provide differentiated instruction. Administrative walkthroughs will also serve as a measure of data collection to determine the effectiveness of teaching and learning as evidenced by lesson plans, content delivery, the classroom environment, and student engagement.

Strategy: Weekend Program

Minutes added to school year: 2,160

•Saturday tutorials for remediation and enrichment in the core subjects to support the FSA, EOC, and ACT/SAT assessments

Strategy Rationale

•Standards-based remediation and enrichment based on students' needs as evidenced by FSA, EOC and ACT/SAT 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 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 provide differentiated instruction. Administrative walkthroughs will also serve as a measure of data collection to determine the effectiveness of teaching and learning as evidenced by lesson plans, content delivery, the classroom environment, and student engagement.

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, Â§ 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.

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 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. The CAP Adviser 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.

American Senior High School offers a wide variety of career and technical education programs, which provide industry certification. These courses, and their certifications, are listed below:
1. Early Childhood Level I -IV: CDA Industry Certification
2. Digital Information: Adobe Dreamweaver Certification
3. Digital Design 1: Adobe Dreamweaver Certification
4. Visual Technology: Photoshop CC Certification
5. Technology for Hospitality & Tourism: Adobe Dreamweaver Certification
6. Introduction to Hospitality & Tourism: Adobe Dreamweaver Certification
7. Travel & Tourism Marketing: Adobe Dreamweaver Certification
8. Culinary Arts 1-3: Serv Safe Certification
9. Home Health Aide: Certified Nursing Assistant
10. Nursing Assistant: Certified Nursing Assistant
11. EKG: Certified EKG Tech
12. EMR: Certified Emergency Medical Responder
13. Medical Skills: Certified Medical Administrative Assistant
14. Introduction to Engineering Design: Autodesk Certified Professional
15. Principals of Engineering: Engineering Core Certification
16. Building Construction: Carpentry Certification, Construction Tech Certification

Students also have the option of participating in one of the academies listed below throughout their high school career. These 6 academies afford students a hands-on experience and prepare them for the workforce. The academies include the following:
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

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

In an effort to support student achievement, American Senior High School offers various Career Technical Education courses including: Early Childhood, Digital Information, Digital Design, Visual Technology, Hospitality & Tourism, Travel & Tourism, Culinary Arts, Engineering, Building Construction, and an array of medical and health courses, all of which support post-secondary career and technical studies and help prepare students to be active participants in the global economy. In addition, these courses offer students hands-on training as well as certification in a wide-variety of

disciplines related to technical education that have lasting benefits for students in their post-secondary endeavors.

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.

The most current High School Feedback Report (2015) indicates that 392 students at American Senior High School graduated in 2015 with a standard diploma or GED. Furthermore, 51.5% of American Senior High graduates enrolled in a Florida public post-secondary institution in Fall 2015, compared to 60.6% at the District level and 53% at the state level. Specifically, 42.6% enrolled in a community college in Florida, 7.39% enrolled in a university in Florida and 1.53% enrolled in a technical program. Based on this data, as well as more current data sources, American Senior High School employs various student readiness strategies, 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. In addition, the Advanced Placement (AP) Readiness report, provided by College Board, allows us to identify high achieving students for such advanced courses as Advanced Placement, AICE, and Dual Enrollment in an effort to enhance their post-secondary educational careers. Furthermore, as students transition from one grade level to the next, the Student Services department monitors their progress to verify that all requirements are met or are in progress of being completed. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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

🔑 G097016

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	42.0
Math Gains	42.0
Bio I EOC Pass	62.0
Math Gains	66.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of data being effectively used to drive standards-based, differentiated instruction in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development specific to DI strategies and practices, technology, item specs, pacing guides, instructional coaches, coaching cycles, collaborative planning, professional learning communities, and other research-based strategies aligned to the standards.

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 8/21/2017 to 5/31/2018

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

`🔑 G097016`

G1.B1 Limited evidence of data being effectively used to drive standards-based, differentiated instruction in all content areas. `2`

`🔑 B260995`

G1.B1.S1 Conduct data chats and professional development to ensure that teachers effectively analyze and disaggregate data to drive standards-based, differentiated instruction. `4`

`🔑 S276366`

Strategy Rationale

Implementing this strategy will reduce the barrier by providing teachers an opportunity to closely analyze student data in an effort to drive effective, standards-based instruction that will increase student performance.

Action Step 1 `5`

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

Person Responsible

Jessica Contreras

Schedule

Triannually, from 10/5/2017 to 5/3/2018

Evidence of Completion

Meeting agendas and sign-in sheets

Action Step 2 `5`

Conduct departmental data chats with teachers as well as student data chats to discuss FSA/EOC performance data and set instructional goals

Person Responsible

Stephen Papp

Schedule

Semiannually, from 10/3/2017 to 2/6/2018

Evidence of Completion

Meeting agendas, sign-in sheets, data chat forms, student performance data, and administrative walkthroughs

Action Step 3 5

Provide coaching support and cycles for teachers focusing on using data to inform and differentiate instruction

Person Responsible

Cherea Clark

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Lesson plans, coaching logs and calendars, student performance data, and administrative walkthroughs

Action Step 4 5

Conduct professional development sessions on data analysis and using data to drive standards-based, differentiated instruction

Person Responsible

Stephen Papp

Schedule

Quarterly, from 10/2/2017 to 5/17/2018

Evidence of Completion

MLP sign-in sheets, PD materials, student performance data, and administrative walkthroughs

Action Step 5 5

Continuously monitor the implementation of data analysis to drive instruction

Person Responsible

Stephen Papp

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administrative walkthrough feedback and student performance data

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

Conduct weekly collaborative planning sessions, coaching cycles as needed, bi-weekly after school PLC, ongoing professional development sessions, and ongoing administrative walkthroughs.

Person Responsible

Stephen Papp

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Meeting agendas, sign-in sheets (optional), coaching logs and calendars, MLP sign-in sheets, PD materials, student performance data, 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 instruction that is data driven, standards-based, and differentiated.

Person Responsible

Stephen Papp

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Assessment data from PowerBi and G2D

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.A2 🔑 A372253	Conduct departmental data chats with teachers as well as student data chats to discuss FSA/EOC...	Papp, Stephen	10/3/2017	Meeting agendas, sign-in sheets, data chat forms, student performance data, and administrative walkthroughs	2/6/2018 semiannually
G1.B1.S1.A1 🔑 A372252	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	Contreras, Jessica	10/5/2017	Meeting agendas and sign-in sheets	5/3/2018 triannually
G1.B1.S1.A4 🔑 A372255	Conduct professional development sessions on data analysis and using data to drive standards-based,...	Papp, Stephen	10/2/2017	MLP sign-in sheets, PD materials, student performance data, and administrative walkthroughs	5/17/2018 quarterly
G1.MA1 🔑 M400385	Monitor use of assessment data as an instructional planning tool through data chats conducted among...	Papp, Stephen	8/21/2017	Data from PowerBI, G2D, collection of student portfolios, and teacher feedback from data chat reflection sheets	5/31/2018 monthly
G1.B1.S1.A3 🔑 A372254	Provide coaching support and cycles for teachers focusing on using data to inform and differentiate...	Clark, Cherea	9/5/2017	Lesson plans, coaching logs and calendars, student performance data, and administrative walkthroughs	5/31/2018 biweekly
G1.B1.S1.MA1 🔑 M400383	Effectiveness will be monitored by ongoing assessments that reflect an increase in student...	Papp, Stephen	8/21/2017	Assessment data from PowerBi and G2D	6/7/2018 weekly
G1.B1.S1.MA1 🔑 M400384	Conduct weekly collaborative planning sessions, coaching cycles as needed, bi-weekly after school...	Papp, Stephen	8/21/2017	Meeting agendas, sign-in sheets (optional), coaching logs and calendars, MLP sign-in sheets, PD materials, student performance data, and feedback from administrative walkthroughs	6/7/2018 weekly
G1.B1.S1.A5 🔑 A372256	Continuously monitor the implementation of data analysis to drive instruction	Papp, Stephen	8/21/2017	Administrative walkthrough feedback and student performance data	6/7/2018 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 data being effectively used to drive standards-based, differentiated instruction in all content areas.

G1.B1.S1 Conduct data chats and professional development to ensure that teachers effectively analyze and disaggregate data to drive standards-based, differentiated instruction.

PD Opportunity 1

Conduct professional development sessions on data analysis and using data to drive standards-based, differentiated instruction

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Quarterly, from 10/2/2017 to 5/17/2018

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	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	$0.00
2	G1.B1.S1.A2	Conduct departmental data chats with teachers as well as student data chats to discuss FSA/EOC performance data and set instructional goals	$0.00
3	G1.B1.S1.A3	Provide coaching support and cycles for teachers focusing on using data to inform and differentiate instruction	$0.00
4	G1.B1.S1.A4	Conduct professional development sessions on data analysis and using data to drive standards-based, differentiated instruction	$0.00
5	G1.B1.S1.A5	Continuously monitor the implementation of data analysis to drive instruction	$0.00
		Total:	$0.00