

Miami-Dade County Public Schools

# Herbert A. Ammons Middle School



2021-22 Schoolwide Improvement Plan

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# Herbert A. Ammons Middle School

17990 SW 142ND AVE, Miami, FL 33177

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

## Demographics

**Principal: Maria Costa**

Start Date for this Principal: 7/14/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	64%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (83%) 2017-18: A (79%) 2016-17: A (80%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Herbert A. Ammons Middle School

17990 SW 142ND AVE, Miami, FL 33177

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">63%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of the Herbert A. Ammons community is to engage students in developing their intellectual, emotional, and social talents while promoting responsible citizenship in a global society. Engaged in a holistic approach to education, students grow in intercultural awareness, becoming compassionate, independent, life-long learners.

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

The school's vision statement is: Action through global awareness.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Costa, Maria	Principal	The Principal is the instructional leader who promotes academic success for all students and ensures the safety of the school community. The Principal oversees the curriculum and supervises personnel. She ensures that the school's vision and mission align to the district's initiatives.
Masso, Maria	Assistant Principal	The Assistant Principal oversees the curriculum, monitors and analyzes data, supervises specialized programs and supports the Principal. The Assistant Principal ensures that teachers have access to appropriate curriculum and technology. She collaborates in the school's decision making process to ensure that the school's mission and vision aligns with the district initiatives.
Sauri, Francisco	Assistant Principal	The Assistant Principal oversees the curriculum, monitors and analyzes data, supervises specialized programs and supports the Principal. The Assistant Principal ensures that teachers have access to appropriate curriculum and technology. She collaborates in the school's decision making process to ensure that the school's mission and vision aligns with the district initiatives.
Wilson, David	Magnet Coordinator	The IBMYP Magnet Coordinator ensures that IB initiatives are implemented school wide. He conducts professional development based on trends and needs.
Serrano, Madeline	Teacher, K-12	The Science Chairperson ensures that teachers in the Science department are following the district provided pacing guide. She keeps inventory of Science books and materials. Additionally, she orders items needed for labs. She meets regularly with members of her department.
Gomez, Ana	Teacher, K-12	The math teacher collaborates with members of her department to ensure they are all following the district provided pacing guide.

## Demographic Information

### Principal start date

Tuesday 7/14/2009, Maria Costa

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

43



**Total number of students enrolled at the school**

989

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	361	340	312	0	0	0	0	1013
Attendance below 90 percent	0	0	0	0	0	0	12	2	9	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	5	1	1	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	5	2	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	6	1	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	18	36	44	0	0	0	0	98

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	4	0	0	0	0	0	4

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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	
Number of students enrolled	0	0	0	0	0	0	335	325	390	0	0	0	0	1050
Attendance below 90 percent	0	0	0	0	0	0	4	9	18	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	5	1	1	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	2	5	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	1	3	0	0	0	0	11

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	6	1	2	0	0	0	0	9

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				91%	58%	54%	88%	56%	53%
ELA Learning Gains				70%	58%	54%	68%	56%	54%
ELA Lowest 25th Percentile				78%	52%	47%	72%	52%	47%
Math Achievement				93%	58%	58%	91%	56%	58%
Math Learning Gains				70%	56%	57%	72%	56%	57%
Math Lowest 25th Percentile				79%	54%	51%	75%	55%	51%
Science Achievement				81%	52%	51%	78%	52%	52%
Social Studies Achievement				96%	74%	72%	86%	73%	72%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	90%	58%	32%	54%	36%
Cohort Comparison						
07	2021					
	2019	93%	56%	37%	52%	41%
Cohort Comparison						
08	2021					
	2019	92%	60%	32%	56%	36%
Cohort Comparison						
		-90%				
		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	94%	58%	36%	55%	39%
Cohort Comparison						
07	2021					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	91%	53%	38%	54%	37%
Cohort Comparison		-94%				
08	2021					
	2019	90%	40%	50%	46%	44%
Cohort Comparison		-91%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	76%	43%	33%	48%	28%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	68%	32%	67%	33%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	96%	73%	23%	71%	25%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	93%	63%	30%	61%	32%

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	54%	46%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The district wide progress monitoring tools that were used are the iReady diagnostic results for reading and math and Midyear assessments for Civics and Science.

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		76.5	79.5	75.8
	Economically Disadvantaged		71.2	75.0	68.3
	Students With Disabilities		52.6	42.1	47.4
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		69.1	78.9	80.1
	Economically Disadvantaged		63.9	72.1	74.0
	Students With Disabilities		31.6	36.8	57.9
	English Language Learners		0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82.1	76.1	74.8
	Economically Disadvantaged	80.3	73.4	73.9
	Students With Disabilities	66.7	44.4	37.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.7	70.4	77.7
	Economically Disadvantaged	63.6	69.0	75.9
	Students With Disabilities	44.4	37.5	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	85	0
	Economically Disadvantaged	0	83	0
	Students With Disabilities	0	56	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		77.2	74.3	74.3
	Economically Disadvantaged		72.8	70.6	67.7
	Students With Disabilities		40	50	55.6
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		66.4	76.4	79.5
	Economically Disadvantaged		65.1	72.8	76.6
	Students With Disabilities		57.1	50	100
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter
Science	All Students		0	45	0
	Economically Disadvantaged		0	42	0
	Students With Disabilities		0	25	0
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	70	57	55	54	32	23	50				
ELL	80	61	66	65	37	39	62	87	79		
ASN	89	76		97	70		91	93	100		
BLK	82	64	71	66	40	33	59	69	53		
HSP	83	59	59	78	40	41	70	87	70		
WHT	92	57		93	48	82	83	100	83		
FRL	81	55	58	73	36	38	63	84	65		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	67	67	74	67	52	57					
ELL	79	68	72	88	57	74	44	83	50		
ASN	95	61		100	83			100	100		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	93	67	81	87	69	71	86	97	72		
HSP	91	71	80	93	69	81	78	95	83		
MUL	92	62		100	92						
WHT	95	75	69	98	74	70	97	97	95		
FRL	88	69	77	93	69	81	76	94	80		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	59	50	70	73	63	43		40		
ELL	56	64	68	61	47	45					
ASN	95	90		100	93		88		95		
BLK	84	64	71	89	68	76	70	87	70		
HSP	87	65	70	90	70	73	79	84	77		
MUL	94	88		94	63						
WHT	97	75	82	98	77	86	79	97	82		
FRL	85	66	73	89	68	74	74	84	71		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	64



English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

As a whole, Ammons Middle scores above the District and State in all grade levels and content areas. However, this past year, the trend that emerged across all content areas is that scores decreased. In 2019, our overall Math achievement in FSA was 93%; our overall Math achievement in 2021 was 73%. In 2019, our overall ELA achievement in FSA was 91%; our overall ELA achievement in 2021 was 84%. In 2019, our Science achievement in FCAT was 81%; our Science achievement in 2021 was 70%. In 2019, our EOC Civics achievement was 96%; our overall EOC Civics achievement in 2021 was 86%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state assessments, the greatest need for improvement is in the area of Math. In 2019, our overall Math achievement in FSA was 93%; our overall Math achievement in 2021 was 73%, indicating a decrease of 20 percentage points.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students learning from home (MSO) did not have direct contact with teachers. Students with Disabilities will be targeted for morning and afternoon tutoring. All teachers will have a copy of the students' accommodations. Additionally, with the implementation of the eight period day, intensive math classes are being provided at all three grade levels.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring, sixth grade Mathematics showed the most improvement from fall to winter to spring: 69.1, 78.9, 80.1

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers used the district provided pacing guides and monitored student progress.

#### What strategies will need to be implemented in order to accelerate learning?

Ammons Middle will continue to provide a rigorous IBMYP curriculum that engages all learners. After school clubs and activities will resume this school year.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided on the creation and implementation of IBMYP unit plans in August 2021, as well as throughout the school year.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Using ESSER funds, teachers will provide after school tutoring and homework help in all content areas. Students with Disabilities and students in the lowest 25% will be targeted.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** As an International Baccalaureate Middle Years Programme (IBMYP), the school undergoes an authorization process every five years. As a result, there are programme recommendations and areas for improvement. Based on the 2021 IBMYP Evaluation, one matter to be addressed was the need for all teachers to create at least one IBMYP unit plan. Unit plans consist of concepts and learning goals that are taught over a period of time and are woven together across subject areas.

**Measurable Outcome:** If core teachers successfully create at least one IBMYP unit plan, then students will be exposed to concepts across subject areas and we will be in compliance on our next IBMYP evaluation.

**Monitoring:** The IBMYP unit plan will be monitored monthly by the IBMYP Coordinator and IBMYP Leaders.

**Person responsible for monitoring outcome:** David Wilson (davidwilson@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy that will be implemented for this area of focus will be horizontal planning. Teachers will work collaboratively across content areas to develop a deeper understanding of content-based standards. A highlight of the horizontal planning is the cross content discussion and brainstorming of strategies that will be implemented.

**Rationale for Evidence-based Strategy:** Ensuring that core teachers create an IBMYP unit plan, students will develop a deeper understanding of the standards being taught.

**Action Steps to Implement**

8/19/21: Professional development on how to write unit plans will be conducted for all teachers. This will ensure all students are presented concepts in a cohesive manner from various content areas.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

8/31/21-10/11/21: Team Leaders will facilitate teacher collaborative time for the development of IBMYP unit plans during their monthly meeting. This will ensure that teachers have time to complete unit plans in a timely manner.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

8/31/21-10/11/21: Teachers will meet on Wednesdays to collaborate on the development of IBMYP unit plans. This will ensure that teachers are given the opportunity to have cross content discussion.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

8/31/21-10/11/21: IBMYP Coordinator will review IBMYP unit plans at the end of every nine weeks and provide feedback. The feedback provided will enable teachers to revise unit plans as needed.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

11/5/21: Magnet Lead Teacher will meet with Leadership Team to review results of professional development that took place on 10/29/21. The expectation is that all teachers submitted an IU unit.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

11/1/21 - 12/17/21: Magnet Lead Teacher will meet with departments on Wednesdays to review and provide feedback on unit plans that have been submitted with the expectation that unit plans meet IBMYP criteria.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

2/1/22 - 3/7/22: Teachers will be provided time to work together with their interdisciplinary team members to finalize their IBMYP unit plan. Teachers will continue to implement their IBMYP until plans.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

3/8/22: Teachers will individually reflect on the IBMYP unit plan implemented and determine areas of improvement. Adjustments will be made as needed.

**Person Responsible** David Wilson (davidwilson@dadeschools.net)

**#2. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** Collaborative planning is a vital component in creating an environment that improves teacher practice and in designing a plan to address the diverse needs of all learners. Time for teachers to collaborate within their department and grade level promotes learning insights and constructive feedback that occur during professional discussions among teachers. Results of the ELA FSA indicate a decrease of 7 percentage points from 2019 to 2021. Results of the Math FSA indicate a decrease of 20 percentage points from 2019 to 2021.

**Measurable Outcome:** If teachers are provided with collaboration time within the department and grade level, then overall student proficiency across core content areas will increase by an average of one percentage point.

**Monitoring:** This area of focus will be monitored by conducting departmental data chats focused on analyzing content area data trends. In addition, minutes of department meetings demonstrating collaborative practices will be reviewed and feedback will be provided.

**Person responsible for monitoring outcome:** Maria Masso (mmasso@dadeschools.net)

**Evidence-based Strategy:** Standards-based collaborative planning is the evidence-based strategy that will be focused on. Teachers will follow a professional service calendar that delineates the days of the week meetings will be held. During these collaborative planning sessions, grade levels will work together to create lessons and analyze data.

**Rationale for Evidence-based Strategy:** Research has shown that professional collaborative activities have a positive effect on student achievement and instructional effectiveness.

**Action Steps to Implement**

8/19/21: Teachers will be given a professional service calendar that they must follow on a weekly basis. This will ensure that teachers are collaborating regularly.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

8/31/21-10/11/21: Department Chairs will facilitate department meetings and provide time for teachers to learn from each other and collaborate, following the professional service calendar. This will ensure that meaningful collaboration is taking place during department meetings.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

8/31/21-10/11/21: Teachers will disaggregate their baseline data within their department and identify trends. Teachers will utilize this data to plan for differentiated instruction.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

8/31/21-10/11/21: Teachers will collaborate on best practices in the classroom that will yield positive academic student achievement. This will allow the opportunity for teachers to learn from each other.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

11/5/21: Administration will meet with Math, ELA and Reading Department Chairs to review and discuss iReady training that was held on October 27 and October 28, 2021. The expectation is that all teachers in those departments are able to utilize iReady and its reports effectively.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

11/1/17 - 12/17/21: Ongoing data chats will be held with Math, ELA and Reading, Civics, and Science teachers to review iReady results. Teachers will continue identifying students needing remediation and encouraging them to attend after school tutoring.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

1/31/22 - 2/15/22: Data chats will be held with Math, ELA and Reading teachers to compare AP1 and AP2 iReady results. Teachers will analyze their data and identify strands/benchmarks that require remediation.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

1/31/22 - 4/29/22: Teachers will hold afterschool tutoring sessions for students who need remediation in Math, Reading, Civics and Science. They will analyze current data and continue to identify students needing remediation.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Emotional and mental health was identified as an area of concern because students need to develop the skills necessary to understand and manage their emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Measurable Outcome:** On the 2021 School Climate Survey, 42% of students indicated that they agreed or strongly agreed that they like coming to school. The percent of students that like coming to school will increase by two percentage points, for a total of 44%, on the 2022 School Climate Survey.

**Monitoring:** Daily student attendance will be monitored by the attendance clerk. Using the attendance bulletin, she will call the home of students who do not come to school and document the reasoning.

**Person responsible for monitoring outcome:** Maria Masso (mmasso@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy that will be implemented for this area of focus will be the implementation of social and emotional learning.

**Rationale for Evidence-based Strategy:** Students will receive instruction and guidance regarding various topics dealing with youth mental health. This will encourage students to be accepting of others and themselves. Students will develop a sense of belonging and want to be a part of the Ammons community.

**Action Steps to Implement**

9/1/21-10/11/21: The Mindfulness Champion will create lessons with a focus on social and emotional learning that will be implemented through grade level Research/Approaches to Learning classes. After completing these lessons, students will learn strategies that will make them aware of their mental health.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

9/1/21-10/11/21: Students who exhibit the IB Learner Profiles will be highlighted monthly. This will showcase students who are putting IB into practice and encourage others to follow suit.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

9/1/21-10/11/21: The Student Services Team will implement activities during lunch that promotes student participation and social interaction. This will ensure that all students have a voice and feel valued.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

9/1/21-10/11/21: YANA (You Are Not Alone) club will meet monthly to develop activities that promote opportunities for social interaction among students. This will allow students greater opportunities to interact socially in smaller setting and meet other students.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

11/1/21 - 12/17/21: ELA Teachers will begin providing 5 hours of instruction related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. These



sessions will be held monthly for one hour. This will give students a deeper understanding of youth mental health.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

11/12/21: Administration and ELA Department Chair will meet with ELA Teachers to review the implementation of the state required Mental & Emotional Health Education, based on the professional development attended on October 29, 2021. The expectation is that teachers will be familiar with the Edgenuity online course as well as implementation requirements. Additionally, teachers will be advised on how to access the recorded professional development to ensure everyone receives the same information.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

1/31/22 - 4/29/22: A new club, "Stressopedia", was initiated by students. This club meets weekly and provides students the opportunity to create slime, stress balls, and other stress relievers. The club is sponsored by the art teacher who combines art with mental health.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

2/2/22 and 3/2/22: The school Mental Health Specialist meets with students in seminars and roundtable discussions using topics that focus on supporting student's social, emotional and mental well-being.

**Person Responsible** Maria Masso (mmasso@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** According to the School Climate Survey, 86% of teachers strongly agree or agree that staff morale is high. Due to the pandemic, a number of teachers were teaching students remotely. They were physically disconnected from the students and staff. In addition, seven new teachers were added to the faculty. Creating a sense of belonging and school spirit is essential for a productive and collaborative working environment.

**Measurable Outcome:** If teachers are recognized and rewarded for positive performance, then there will be an increase of one percentage point in the number of teachers who feel that staff morale is high at the school, based on the 2021-2022 School Climate Survey.

**Monitoring:** Teachers who demonstrate will be recognized on a monthly basis at faculty meetings. A running record will be kept of teachers who are recognized along with the rationale by their department chairs.

**Person responsible for monitoring outcome:** Maria Costa (pr6001@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy being implemented is promoting the morale and performance of the team. Teachers will be given incentives and rewards for positive performance regularly.

**Rationale for Evidence-based Strategy:** This specific strategy was selected so that teachers can feel recognized and appreciated for the work that they do each day.

**Action Steps to Implement**

9/3/21: Introduce the new monthly recognition program to the Leadership Team at Curriculum Council. This will encourage teachers to celebrate their accomplishments and want others to follow suit.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

9/8/21: Meet with PTSA Board to discuss new teacher incentive program and support needed from the PTSA to acquire incentives. This will allow the administrative team to provide tangible incentives for teachers.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

10/1/21: Meet with Curriculum Council and collect nominations for the new teacher incentive program to be awarded at the next faculty meeting. This will give the leadership team the opportunity to recognize their peers.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

9/3/21-10/11/21: The Administrative Team will conduct walkthroughs regularly and give positive feedback. This will provide individual teacher recognition and increase their morale.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

11/1/21 - 12/17/21: The Ammons Shout Out Board is displayed in the Teachers' Lounge. Teachers have embraced recognizing their colleagues for their accomplishments.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

11/1/21 - 12/17/21: Monthly health and wellness activities will be scheduled for staff members to attend. The purpose of these activities is to improve overall employee mental/physical health and provide team building opportunities. Staff will be invited to join after school walking groups, Yoga classes, wellness seminars and/or team building activities.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

1/31/22 - 4/29/22: Staff-led walking groups, Yoga classes and wellness seminars are available to teachers on a monthly basis. These activities promote staff health and well-being while building a sense of community and camaraderie.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

1/31/22 - 4/29/22: Teachers will continue to be "Shouted Out" by their colleagues and displayed in the Teachers' Lounge for everyone to see. Staff recognized on the "Shout Out Board" are entered into a monthly raffle for prizes.

**Person Responsible** Maria Costa (pr6001@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The number of discipline occurrences at Ammons Middle is significantly lower than the discipline occurrences across the state. According to data from Power BI, only 1% of students had a disciplinary referral.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**Describe how the school addresses building a positive school culture and environment.**

Ammons Middle School provides a supportive and fulfilling environment for all stakeholders that nurtures and promotes inclusivity, diversity and respect. The school offers courses for all students including regular, advanced, gifted, honors and Advanced Placement. All students are included in the general education courses. The school celebrates students and staff accomplishments regularly. All of our students participate in the IBMYP program which emphasizes a rigorous curriculum with high expectations. Students strive to exhibit the Learner Profiles (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective) and are recognized monthly for exhibiting them. Expectations and protocols are shared with all stakeholders using various platforms to ensure understanding and open communication. Parent orientations are held prior to the school year beginning and student orientations are held during the first weeks of school. During orientations, the leadership team reviews expectations, goals and rules which sets the standard for the school year. Each nine weeks, students who achieve Honor Roll are recognized. Teachers recognize each other regularly on the "Shout Out" board then are also recognized during faculty meetings. The student services team visits grade level classrooms to implement bullying lessons and provide social and emotional support to students. They are accessible during all lunch waves and have an open door policy.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The Leadership Team creates a positive school culture that promotes learning and engagement for students and staff. The Leadership Team celebrates student and staff accomplishments regularly. The Team shares information with all stakeholders in a timely manner and is readily accessible. Teachers create a positive learning environment where students feel comfortable and supported. Students are encouraged to participate without fear of being judged. Teachers have open communication with students and their parents. Student Services personnel have an open door policy and meet regularly with students. They are integral in mentoring students, providing academic and social/emotional support. They meet with students individually and in groups. Partnerships with Publix and Haagen-Dazs provide our students and staff with rewards and incentives which help create a positive and nurturing school culture. Be Strong is a partnership that provides in-house support for our students. They deliver large and small group lessons for all grade levels and also provide after school workshops for parents and families.

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
<b>Total:</b>			<b>\$0.00</b>