American Senior High School

2021-22 Schoolwide Improvement Plan

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American Senior High School

18350 NW 67TH AVE, Hialeah, FL 33015

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

Demographics

Principal: Stephen Papp

Start Date for this Principal: 6/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	85%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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.

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 American Senior High School is to partner with business and community members, parents, and students to provide a safe and quality learning environment. We promote academic, intellectual, personal, and social development of our diverse population in preparation for college and career pathways.

Provide the school's vision statement.

The vision of American Senior High School is to inspire and prepare our students for a competitive global community. We will instill in them critical thinking skills, a desire for learning, and a respect for the core values of integrity, compassion, and perseverance.

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
Papp, Stephen	Principal	Principal - Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Facey, Carita	Math Coach	Transformational Math Coach - Provide coaching to teachers using the coaching model/cycles; analyze data and share with teachers; assist with planning standards-based instruction; PLST Member.
Pearce, Dawn	Reading Coach	Transformational Reading Coach - Provide coaching to teachers using the coaching model/cycles; analyze data and share with teachers; assist with planning standards-based instruction; PLST Member.
Cooper, Larry	Teacher, K-12	Geometry Teacher - Instruct students using standards-based instruction; PLST member.
Jove, Jodie	Assistant Principal	Assistant Principal - Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.

Demographic Information

Principal start date
Thursday 6/6/2019, Stephen Papp

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.*

27

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.*

55

Total number of teacher positions allocated to the school

129

Total number of students enrolled at the school

1,699

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

3

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	0	0	0	346	363	434	470	1613
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	129	165	136	520
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	0	0	0	26	104	97	59	286
Course failure in Math	0	0	0	0	0	0	0	0	0	52	163	144	97	456
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	77	107	98	143	425
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	100	107	110	172	489
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	190	0	0	0	190

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	0	0	104	181	183	188	656

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	5	1	21	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	3	11	18

Date this data was collected or last updated

Thursday 8/26/2021

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	0	0	0	368	478	469	471	1786
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	161	132	129	546
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	99	92	57	8	256
Course failure in Math	0	0	0	0	0	0	0	0	0	156	140	95	6	397
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	98	139	121	463
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	107	166	158	535

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	0	0	173	178	175	140	666

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	6	2	21	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	3	17	26

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				39%	59%	56%	41%	59%	56%
ELA Learning Gains				43%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				34%	48%	42%	39%	51%	44%
Math Achievement				38%	54%	51%	33%	51%	51%
Math Learning Gains				48%	52%	48%	48%	50%	48%
Math Lowest 25th Percentile				42%	51%	45%	56%	51%	45%
Science Achievement				53%	68%	68%	55%	65%	67%
Social Studies Achievement				56%	76%	73%	66%	73%	71%

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
09	2021					
	2019	35%	55%	-20%	55%	-20%
Cohort Comparison						
10	2021					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	68%	-18%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	71%	-17%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	63%	-39%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	54%	-9%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the data below was the 2020-2021 Mid-Year Assessment for ELA grades 9 and 10, Algebra I grades 9 and 10, Geometry grades 9 and 10, Biology grade 10, and US History grade 11.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	38	0.0
	Economically Disadvantaged	0.0	36	0.0
	Students With Disabilities	0.0	19	0.0
	English Language Learners	0.0	3	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	52	0.0
	Economically Disadvantaged	0.0	53	0.0
	Students With Disabilities	0.0	25	0.0
	English Language Learners	0.0	25	0.0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	0.0	0.0
	Economically Disadvantaged	0.0	0.0	0.0
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	0.0	0.0	0.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	0.0	0.0
	Economically Disadvantaged	0.0	0.0	0.0
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	0.0	0.0	0.0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	37	0.0
	Economically Disadvantaged	0.0	36	0.0
	Students With Disabilities	0.0	12	0.0
	English Language Learners	0.0	3.5	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	61	0.0
	Economically Disadvantaged	0.0	62	0.0
	Students With Disabilities	0.0	31	0.0
	English Language Learners	0.0	44	0.0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	9.0	0.0
	Economically Disadvantaged	0.0	10	0.0
	Students With Disabilities	0.0	0	0.0
	English Language Learners	0.0	0	0.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0.0	61	0.0
	Economically Disadvantaged	0.0	59	0.0
	Students With Disabilities	0.0	56	0.0
	English Language Learners	0.0	41	0.0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0.0		0.0
	Economically Disadvantaged	0.0		0.0
	Students With Disabilities	0.0		0.0
	English Language Learners	0.0		0.0

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	18	29	28	17	26	20	18	32		92	21
ELL	15	30	24	17	30	28	31	33		89	52
BLK	33	31	16	24	31	27	42	51		98	70
HSP	34	36	28	23	32	31	40	41		91	63
MUL	40										

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
WHT	38	38		20	30						
FRL	33	34	25	22	30	28	42	42		94	64

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	23	27	22	17	28	33	29	34		89	25
ELL	24	41	37	31	48	41	44	38		76	53
BLK	37	41	31	38	44	33	50	60		94	58
HSP	39	43	35	38	49	46	52	54		84	62
MUL	60	50									
WHT	42	47		47	60						
FRL	37	41	35	37	46	39	52	55		86	59

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	15	32	30	18	45	56	25	56		58	21
ELL	14	39	43	28	51	53	34	39		69	36
BLK	42	45	39	29	39	47	54	65		85	49
HSP	40	45	40	35	52	58	55	65		79	38
WHT	42	9		20	60					73	64
FRL	41	45	40	33	49	57	54	65		80	41

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	42
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	41
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2019: When analyzing the 2019 data, there was a decline in student proficiency and learning gains (LGs) in all areas, except math. There was a 5% point increase on the 2019 EOCs in Algebra I and Geometry from 33% to 38%. Additionally, we were able to maintain student LG in math at 48%. ELA showed a decline of 2% points in proficiency. Moreover, LGs for the L25 students dropped 5 points from 39% to 34%. The most significant decrease was in Social Studies; students dropped 10-percentage points from 66% to 56%.

2021: When analyzing the 2021 MYA, there was an upward trend in US History (61%), Algebra I (52%), and Geometry (61%). When analyzing the 2021 FSA-ELA and EOC data, several downward trends emerged. Based on the 2021 administration of the ELA FSA, our scores dropped 5-percentage points from 39% proficient in 2019 to 34% in 2021. Similarly, our learning gains (LG) in ELA dropped 8-percentage points from 43% in 2019 to 35% in 2021. The 2021 Algebra I and Geometry EOC combined data demonstrated a decrease of 14-percentage points from 38% in 2019 to 24% in 2021. In math, we also had a decrease of 16% points in LG from 2019 (48%) to 2021 (32%). Based on the 2021 Biology EOC, we dropped 11-percentage points from 53% proficient in 2019 to 42% in 2021. Finally, in Social Studies, we dropped a total of 12-percentage points on the US History EOC from 56% in 2019 to 44% in 2021.

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

Based off progress monitoring and the 2019 state assessments, ELA 9th and 10th grade and Biology 10th grade demonstrate the greatest need for improvement. Specifically, ELLs in both of these subject areas show a great need for improvement. In addition, based on the 2021 state assessment data, there is a need for improvement specifically with ELA and Math learning gains.

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

Contributing factors that led to the need for improvement in ELA and Biology include the students lack of fluency, academic vocabulary, and comprehension of complex texts. In addition, the 2020-2021 school year was extremely challenging due to the pandemic. Despite our best efforts, there was a

great deal of learning loss due to student and teacher quarantines, constant schedule changes due to pivoting modalities, and an overall lack of engagement with MSO students. New actions that would need to be taken to address this need for improvement include data-driven differentiated instruction (DI) across all core content areas, effective collaborative planning sessions with a focus on data, DI, and standards-based instruction, and job-embedded PD aligned to our school's needs.

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

Based off progress monitoring and 2019 state assessments, Math (Algebra I and Geometry combined) and US History showed the most improvement.

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

Contributing factors that led to this improvement include effective and constructive common planning sessions in Math and US History. In addition, student-centered learning with immediate checks for understanding in Math and an increased use of the district's resources for US History.

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

Strategies that will need to be implemented in order to accelerate learning include differentiated instruction and collaborative, cross-curriculum planning. Differentiated instruction will help our school address the need for an increase in learning gains across the assessed content areas.

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.

The Professional Learning Support Team (PLST) will coordinate opportunities for PD in the areas of differentiated Instruction and effective collaborative planning 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.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include a focus on data to ensure that differentiated instruction is implemented effectively, sharing of best practices during collaborative planning, department meetings, and faculty meetings, hiring Interventionists at the start of the school year to provide adequate, long-term academic support to students, and providing teachers with effective, job-embedded professional development sessions aligned to our school's needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Differentiation instruction was identified as a critical need based on the 2021 FSA and EOC assessment data. There was a decrease in proficiency in all assessed areas ranging from 5 to 14-percentage points. ELA and Math learning gains, and L25 learning gains showed a need to scaffold instruction and remediate students in the areas of fluency, academic vocabulary, and comprehension of complex texts for success across all subject areas. Based on the 2021 FSA ELA data, student learning gains were at 35% compared to 43% in 2019. Moreover, our L25 students dropped 8-perentage points in learning gains from 34% in 2019 to 26% in 2021. Similarly, when comparing the Math EOC data from 2019 to 2021, there was a decrease of 16-percentage points in learning gains for Algebra I and Geometry combined, and a decrease of 12-percentage points for our L25 students.
Measurable Outcome:	If we are successful at implementing differentiated instruction, our L25 students will increase learning gains by a minimum of 5-percentage points as evidenced by the 2022 FSA-ELA.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for L25 students, specifically. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data for our L25 students on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on the bi-weekly formative assessments.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of differentiation, our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPM.
Rationale for Evidence-based Strategy:	Data-driven instruction will ensure that teachers and interventionists are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

September 20, 2021 - October 1, 2021
Using the most current FSA ELA and EOC data, we will conduct administrative data chats with teachers in the assessed areas. As a result, teachers will be able to create targeted lessons for whole group and small group instruction.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

September 13, 2021 - October 11, 2021
Interventionists will conduct bi-weekly mini standards-based assessments and will track student data using a data tracker on Office 365. As a result, we will be able to monitor student progress and make necessary recommendations to our interventions.

Person Responsible   Dawn Pearce (dpearce@dadeschools.net)

August 31, 2021 - October 11, 2021
During weekly collaborative planning and administrative walkthroughs, administration will monitor the effectiveness of interventions as well as differentiated instruction taking place in the classrooms. As a result, we will be able to monitor our intervention program as well as classroom instruction to ensure students are making adequate progress.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

August 31, 2021 - October 11, 2021
After administrative walkthroughs, teachers will be provided with specific, targeted, and timely feedback to ensure that teachers are effectively implementing differentiated instruction. Ongoing coaching cycles, specific to DI, will be conducted on a needs basis. As a result, teachers will be able to reflect on their practice and make the necessary instructional adjustments to ensure student success.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

November 1, 2021 - December 17, 2021
During weekly collaborative planning and administrative walkthroughs, administration will continue to monitor the effectiveness of interventions as well as differentiated instruction taking place in the classrooms. As a result, we will be able to monitor our intervention program as well as classroom instruction to ensure students are making adequate progress and making learning gains.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

November 1, 2021 - December 17, 2021
We will continue monitoring the intervention program and continue to analyze and track student data using a data tracker on Office 365. As a result, we will be able to monitor student progress and make necessary recommendations and adjustments to our intervention program.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

January 31, 2022 - April 29, 2022
The Literacy Coach, in collaboration with the ELA 9th and 10th grade teams, will create an FSA-ELA countdown calendar that focuses on targeted instruction in writing and reading.

Person Responsible   Dawn Pearce (dpearce@dadeschools.net)

January 31, 2022 - April 29, 2022
The ELA Department, specifically 9th and 10th grade, will incorporate DI four times a week. Teachers will use the MYA during DI, which in turn will assist with the remediation of student deficiencies as they relate to the standards.

Person Responsible   Jodie Jove (jodiejove@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Collaborative Planning was identified as a critical need because of the significant drop in our overall proficiency in all assessed areas. Specifically, our school dropped 5% points in ELA, 14% points in Math (Algebra I and Geometry combined), 11% points in Biology, and 12% points in US History when comparing the 2019 and 2021 assessment data. During collaborative planning, teachers will have an opportunity to share best practices and plan for standards-based instruction with a focus on data to provide enrichment and remediation.
Measurable Outcome:	If we are successful at implementing effective collaborative planning, our L25 students will increase learning gains by a minimum of 5-percentage points as evidenced by the 2022 FSA-ELA and Algebra I and Geometry EOCs. Also, overall student proficiency in ELA will increase by a minimum of 5-percentage points (at least 39%).
Monitoring:	The Leadership Team will ensure collaborative planning sessions are being conducted with fidelity by attending these sessions. In addition, Leadership Team members will review weekly collaborative planning session agendas and attendance checklists. Administrative walkthroughs will take place daily to monitor if teachers are implementing the shared strategies and practices from collaborative planning.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of collaborative planning, our school will focus on the evidence-based strategy of monthly data chats. Data chats will assist in accelerating the learning gains of our L25s as it is a systematic approach of reflection and modification. Data chats will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Monthly data chats will ensure that teachers are using relevant, recent, and aligned data to adjust instruction and provide remediation as well as enrichment to address student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

September 20, 2021 - October 1, 2021
The most current FSA-ELA and EOC data will be pulled, analyzed, and shared with the teachers during data chats in all assessed areas. As a result, teachers will have data to discuss during collaborative planning in order to plan targeted whole group and small group instruction.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

September 20, 2021 - October 1, 2021
During administrative data chats, teachers will have an opportunity to reflect on their data and share their action plan for remediation and enrichment. As a result, teachers will become reflective practitioners and will take ownership of their student data.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

August 31, 2021 - October 11, 2021
During weekly collaborative planning, data will be used to drive instruction and make instructional

decisions for both whole group and small group instruction. As a result, teachers will leave collaborative planning with an idea or product to assist them with their instruction.

Person Responsible   Dawn Pearce (dpearce@dadeschools.net)

August 31, 2021 - October 11, 2021
During collaborative planning and administrative walkthroughs, administration will monitor the effectiveness of data-driven instruction. Administration will provide teaches with timely and specific feedback after walkthroughs; as a result, teachers will be able to make the necessary instructional modifications to ensure student success.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

November 1, 2021 - December 17, 2021
During collaborative planning, teachers will take turns sharing a best practice and showcase the success it has brought to their classroom. As a result, teachers will leave collaborative planning with new ideas to bring to their classroom and enhance their lessons.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

November 1, 2021 - December 17, 2021
During weekly collaborative planning, instructional coaches will begin working with teachers, specifically in ELA, Reading, Algebra I, and Geometry, to develop anchor charts . As a result, teachers will leave collaborative planning with a product they can use in their classrooms to guide instruction.

Person Responsible   Dawn Pearce (dpearce@dadeschools.net)

January 31, 2022 - April 29, 2022
During weekly collaborative planning, instructional coaches will begin working with teachers, specifically in ELA, Reading, Algebra I, and Geometry, to develop exit tickets aligned to the tested standards. As a result, teachers will leave collaborative planning with a product they can use in their classrooms to gauge student understanding.

Person Responsible   Carita Facey (cfacey@dadeschools.net)

January 31, 2022 - April 29, 2022
During weekly ELA and Reading collaborative planning, the literacy coach will work with the teachers to create DI journals that are to be replicated with the students. Specifically, the 9th and 10th grade ELA teachers will be working on DI and effective reading strategies while the 9th and 10th grade Reading teachers will be working on phonics skills. As a result, teachers will leave collaborative planning with a product they can use in their classrooms to remediate student deficiencies.

Person Responsible   Dawn Pearce (dpearce@dadeschools.net)

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

Area of Focus Description and Rationale:	Social emotional learning was identified as a critical need due to the challenges both students and staff are facing as a result of the pandemic. During the 2020-2021 school year, we observed a social emotional disconnect that had an impact on student outcomes. Additionally, it became evident that our staff was also impacted.
Measurable Outcome:	If we are successful at implementing social emotional learning, students and staff will feel safe and valued as evidenced by a minimum of a 3-percentage point increase on each question related to safety and feeling valued on the 2022 student and staff climate surveys.
Monitoring:	The Student Services Team will meet monthly to plan activities and intervention for students and staff related to social emotional learning. In addition, the Trust Counselor and Administrator over Student Services will meet with the Mental Health Coordinator and Chrysalis Mental Health Counselor bi-weekly to discuss, review, and monitor student progress.
Person responsible for monitoring outcome:	Isis Arenas (iarenas@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of social emotional learning, our school will focus on promoting mindfulness and self-care among faculty and staff during monthly faculty meetings. For students, our school will implement the Social Emotional Learning Initiative (SEL) and promote our mental health services provided by the district's Mental Health Coordinator and Chrysalis Mental Health Counselor.
Rationale for Evidence-based Strategy:	The rationale for selecting mindfulness strategies is based on research that shows how mindfulness practices improve social emotional learning. The SEL initiative spearheaded by the district address overall wellness in students which ties social emotional learning to academic growth.

Action Steps to Implement

August 31, 2021 - October 11, 202
Plan mindfulness activities and SEL initiatives on a monthly basis. As a result, teachers and staff will have a better understanding of social emotional learning and the impact it has on academic learning.

Person Responsible	Isis Arenas (iarenas@dadeschools.net)

August 31, 2021 - October 11, 2021
Share a mindfulness activity with the staff at each monthly faculty meeting. As a result, teachers and staff will have a better understanding of mindfulness and will be better equipment to handle stressful situations that may arise.

Person Responsible	Isis Arenas (iarenas@dadeschools.net)

August 31, 2021 - October 11, 2021
Promote an SEL activity to the student body, at least once a month, using social media, announcements, and/or class presentations. As a result, our student body will become involved in the process and will be able to share their ideas and experiences as they relate to social emotional learning.

Person Responsible	Isis Arenas (iarenas@dadeschools.net)

August 31, 2021 - October 11, 2021
Meet with the Student Services Team and the district's Mental Health Coordinator and Chrysalis Mental Health Counselor on a bi-weekly basis to discuss student social emotional progress. As a result, the team will be able to make necessary adjustments to individual/group counseling.

Person Responsible Isis Arenas (iarenas@dadeschools.net)

November 1, 2021 - December 17, 2021
Based on a mental health PD attended, the simple strategy of saying hello and greeting staff as they come in can really have a positive impact on mental wellness. As a result, administration will start with hello and greet teachers and staff as they walk in. In addition, administration will provide donuts and coffee once a month to show appreciation for the teachers and staff.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

November 3, 2021
The Trust Counselor and other Student Services personnel will conduct an after school seminar and roundtable discussion in conjunction with FIU (Center for Children and Families) on depression. As a result, students will have an opportunity to engage in meaningful conversations about a serious topic that affects many students.

Person Responsible Isis Arenas (iarenas@dadeschools.net)

January 31, 2022 - April 29, 2022
Continue to meet with the Student Services Team, the district's Mental Health Coordinator, the Chrysalis Mental Health Counselor, and the SSSS on a bi-weekly basis to discuss mental health awareness and initiatives. As a result, the team will be able to make necessary adjustments to individual/group counseling.

Person Responsible Jodie Jove (jodiejove@dadeschools.net)

January 31, 2022 - April 29, 2022
Continue to share a mindfulness activity with the staff at each monthly faculty meeting. As a result, teachers and staff will have a better understanding of mindfulness and will be better equipment to handle stressful situations that may arise.

Person Responsible Isis Arenas (iarenas@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey and the SIP Survey as well as a review of the Core Leadership Competencies, we selected the targeted element of specific teacher feedback. Teachers in the building did not feel they had a voice in the decision-making process; therefore, we want to develop teacher leaders by involving them in school-wide initiatives. Additionally, we want to ensure teachers are informed and feel they have membership within the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we are successful at implementing specific teacher feedback, the results of our Staff School Climate Survey and SIP Survey will show an increase of at least 3-percentage points in the area of effective leadership.
Monitoring:	This area of focus will be monitored for the desired outcome on a monthly basis where Department Chairs will have an opportunity to share the needs of their specific departments.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy:	Monthly Leadership Team meetings will give teacher leaders a platform to share concerns among their departments. This in turn, will increase collaboration between administration and teachers as they work together to make school-wide decisions that will have a positive effect on both the students and staff.
Rationale for Evidence-based Strategy:	Collaboration among administration and teacher leaders has proven effective in teacher growth and also provides teachers with an opportunity to share their ideas for school-wide initiatives, which makes them feel like part of the decision-making process. The criteria for selecting this strategy is based on the overall sentiment that teachers do not feel heard or like they are a part of the decision-making process.

Action Steps to Implement

August 31, 2021 - October 11, 2021
Meet with Department Chairs on a monthly basis to discuss school-wide concerns and strategize solutions as
a team. As a result, the leadership team will feel more involved in school-wide decision making.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

August 31, 2021 - October 11, 2021
Department Chairs will meet with their team members after each Leadership Team Meeting to share the outcomes and solutions. As a result, teachers will have more of a voice and feel more included in the decision-making process as it relates to our school.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

August 31, 2021 - October 11, 2021
During monthly faculty meetings, any issue that was not addressed will be discussed with the entire staff.
As a result, the administrative team will promote transparency and make the staff feel more valued.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

August 31, 2021 - October 11, 2021
Instructional staff will be given opportunities to take on leadership roles and leadership initiatives, positions, and vacancies will be advertised to all instructional staff members. As a result, this will promote leadership among individuals outside of the Leadership Team.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

November 3, 2021
At the November Faculty Meeting, discuss the purpose of the Instructional Impact 2.0 Review with the staff and share the team's findings. Give personal shout-outs to those teachers and/or teams who were implementing, with fidelity, our school's main goals of collaborative planning and differentiated instruction. As a result, we will provide teachers and staff with an opportunity to share their experiences during the review and open the floor to questions and comments.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

November 1, 2021 - December 17, 2021
At each faculty meeting, administration will give 2-5 shout-outs to teachers or teacher teams who are doing a great job in a specific area. As a result of this specific feedback, the overall school culture and morale will increase and teachers will feel more valued.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

January 31, 2022 - April 29, 2022
The principal will send out a weekly phone call to parents, faculty, and staff, using the School Messenger platform. The call will highlight the successes of the week, both by departments and the school. In addition, the call will give important school-wide updates related to academics, testing, activities, and athletics. As a result, the overall school culture and morale will increase, and teachers will feel more appreciated and involved.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

January 31, 2022 - April 29, 2022
During weekly walk-throughs, administration will leave a handwritten note for the teacher based on something positive they observed. As a result, the overall culture and morale will increase, and teachers will feel more appreciated and valued.

Person Responsible Stephen Papp (pr7011@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Based on the Safe Schools Florida School Safety Dashboard, our school was ranked low in total violent incidents. According to the most recent data (2019-2020), American SHS was ranked number 143 out of 505 schools state-wide and number 46 out of 74 schools county-wide in terms of the number of violent incidents reported. Although ranked low, our school is extremely concerned with the safety of its students and we will monitor student disciplinary incidents daily and take action as needed. The school culture and environment has a direct correlation to student behavior and will be monitored by the Administration, Student Services Department, and PBS/Discipline Team.

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.

The school will address building a positive school culture and environment in the following ways:

-At every monthly faculty meeting, a staff MVP will be selected as a means of celebrating successes. This staff member receives a gift card, trophy, a VIP parking space, and is featured on our school's website, Twitter, and Instagram.

-At every monthly faculty meeting, administration will give 2-5 staff "shout-outs" highlighting staff accomplishments.

-Teachers will submit monthly nominations for the Most Valuable Patriot (MVP) by grade-level. Administration will then select four students (one from each grade level) to be recognized on the school's website, Instagram, Twitter, and "Wall of Fame" located in hallway before entering Central Plaza, as a means of celebrating student successes.

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

Stakeholders involved in promoting a positive culture and environment at the school include the following:

-Staff MVP winners are monitored monthly by Ursula Garbutt, Assistant Principal, using an Excel

spreadsheet. Isis Gonzalez, Activities Director, monitors the participation at each school event to gauge the correlation between celebrating successes and increasing staff morale.

-Stephen Papp, Principal; Jodie Jové, Assistant Principal; Ursula Garbutt, Assistant Principal; and Neal Stayton, Assistant Principal, gather staff accomplishments from classroom walk-throughs, conversations, notifications, etc. and select 2-5 staff members on a monthly basis to "shout out" at faculty meetings.

-Jodie Jové, Assistant Principal monitors the Student MVP program by keeping track of MVPs using an Excel spreadsheet. Isis Gonzalez, Activities Director, is responsible for posting MVPs on all the school's social media platforms and printing and posting pictures on our school's "Wall of Fame."

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$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: Specific Teacher Feedback	$0.00
		Total:	$0.00