

Miami-Dade County Public Schools

Herbert A. Ammons Middle School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2021-22 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (83%) 2017-18: A (79%)
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	N/A
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Requena-Guajardo, Raquel	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
Mesa, Grisel	Teacher, K-12	The math teacher collaborates with members of her department to ensure they are all following the district provided pacing guide. They meet to collaborate on best practices as well as participate in vertical and horizontal planning sessions.
Williams, Stacey	Teacher, K-12	The English Language Arts Chairperson ensures that teachers in the ELA department are following the district provided pacing guide. She ensures all teachers are kept abreast of new issues and trends with testing and curriculum. Additionally, she keeps inventory of books and materials. She meets regularly with members of her department.

Demographic Information

Principal start date

Tuesday 7/14/2009, Maria Costa

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

1,008

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	360	340	308	0	0	0	0	1008	
Attendance below 90 percent	0	0	0	0	0	0	8	4	5	0	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	20	8	0	0	0	0	28	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	4	1	3	0	0	0	8	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	6	2	11	0	0	0	0	19	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	12	17	15	0	0	0	0	44	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	24	43	0	0	0	0	76	

Using the table above, complete the table below with the number of students by current grade level who have 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	5	6	7	0	0	0	0	18	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

Date this data was collected or last updated

Thursday 9/8/2022

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	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

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	344	333	289	0	0	0	0	966
Attendance below 90 percent	0	0	0	0	0	0	4	5	6	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	32	22	14	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	4	1	3	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	16	11	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	20	19	12	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	50	31	0	0	0	0	106

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	9	15	8	0	0	0	0	32

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	87%	55%	50%				91%	58%	54%
ELA Learning Gains	70%						70%	58%	54%
ELA Lowest 25th Percentile	67%						78%	52%	47%
Math Achievement	85%	43%	36%				93%	58%	58%
Math Learning Gains	80%						70%	56%	57%
Math Lowest 25th Percentile	74%						79%	54%	51%
Science Achievement	77%	54%	53%				81%	52%	51%
Social Studies Achievement	94%	64%	58%				96%	74%	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	2022					
	2019	90%	58%	32%	54%	36%
Cohort Comparison						
07	2022					
	2019	93%	56%	37%	52%	41%
Cohort Comparison		-90%				
08	2022					
	2019	92%	60%	32%	56%	36%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	94%	58%	36%	55%	39%
Cohort Comparison						
07	2022					
	2019	91%	53%	38%	54%	37%
Cohort Comparison		-94%				
08	2022					
	2019	90%	40%	50%	46%	44%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	76%	43%	33%	48%	28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	73%	23%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	85	64	69	68	63	33		100			
ELL	75	65	60	67	69	65	67	87			
ASN	92	73		95	89		85	100	100		
BLK	81	62	60	86	78	78	88	95	77		
HSP	86	70	67	84	79	73	75	93	78		
WHT	97	74		94	88		88	100	86		
FRL	84	69	66	82	77	72	73	92	72		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
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	714
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	69
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	76
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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. This past year, our scores increased in all subject areas. In 2021, our overall Math achievement was 81%; our overall Math achievement in 2022 was 85%. In 2021, our overall ELA achievement was 84%; our overall ELA achievement in 2022 was 87%. In 2021, our Science achievement was 64%; our Science achievement in 2022 was 72%. In 2021, our EOC Civics achievement was 86%; our overall EOC Civics achievement in 2022 was 94%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 state assessments, the greatest need for improvement is Math. Although the overall Math proficiency increased by 4% from 2021 to 2022, from 81% to 85%, there is room for improvement based on the 2019 scores, where the proficiency was 93%.

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

At various times throughout the school year, students were quarantined and missed face-to face instruction. Students were not able to take advantage of after school interventions on a regular basis. After the first progress monitoring assessment, data chats will be conducted with students. Students requiring interventions will be identified. A regular after school math intervention will be developed. Parents of these students will be contacted to encourage students to participate in these after school math intervention sessions. An intensive math class was developed to provide interventions to students scoring below proficiency in sixth and seventh grade. All teachers will have a copy of the students' accommodations (Individualized Education Plan or 504 Accommodation Plan).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 End-of-Course assessment and mini assessments administered throughout the school year, 7th grade Civics showed the most improvement. In 2021, Civics proficiency was 86% and increased to 94% in 2022.

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 used results from the mini assessments to remediate areas that were below proficiency. Teachers monitored student progress closely and

communicated regularly with parents. Civics teachers collaborated with Intensive Reading and SPED teachers to provide individual support for students who needed additional help. Additionally, they focused on vocabulary and implemented a word of the day activity.

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

Ammons Middle School will continue to provide a rigorous IBMYP curriculum that engages all learners. iReady will continue to be used with fidelity to bridge achievement gaps. Progress monitoring will be conducted regularly.

Intensive reading and math classes will continue to be offered. After school clubs, activities and tutoring will also continue 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 to all teachers on the implementation of Schoology, the new learning management system that all teachers are required to use beginning this school year.

Additionally, teachers were encouraged to attend content area professional development based on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and will be receiving updates throughout the school year.

During the first District-wide Professional Development Day, the school offered an IBMYP training that covered Global Contexts, Key Concepts, Related Concepts and crafting a statement of inquiry. Trainings and/or updates are held at each faculty meeting. An IBMYP Interest Survey was also sent to all teachers to gauge the areas of IB that they are most interested in learning about.

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, extended learning opportunities will be provided such as after school tutoring and homework help in all content areas. Students with Disabilities and students in the lowest 25% will be targeted.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2022 FSA proficiency data, 85% of students are proficient in math. In 2021, 81% of students were proficient in math. In 2019, 93% of students were proficient in math. This 3 year trend data shows that although gains have been made from 2021 to 2022, there is room for improvement when compared to the proficiency level in 2019.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

With the implementation of the B.E.S.T. Standards, there will be a 1% increase of students who score at proficiency in the area of mathematics on the FAST assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Mathematics teachers will identify the lowest 25% of students after each Progress Monitoring assessment and differentiate instruction based on the weakest benchmark. Administration will conduct data chats with teachers and review progress monitoring data. Extended learning opportunities will be provided to Students with Disabilities and students in the lowest 25%.

Person responsible for monitoring outcome:

Maria Masso (mmasso@dadeschools.net)

Evidence-based

Strategy:
Describe the evidence-based strategy being

Our school will focus on the evidence-based strategy of: B.E.S.T. Standards for Math. The B.E.S.T. standards will be fully implemented in all grade levels. Teachers will follow the Pacing Guides provided by the District and use instructional materials aligned to the standards.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

According to the 2022 FSA proficiency data, 85% of students are proficient in math. In 2021, 81% of students were proficient in math. In 2019, 93% of students were proficient in math. This 3 year trend data shows that although gains have been made from 2021 to 2022, there is room for improvement when compared to the proficiency level in 2019. Using the B.E.S.T. Standards, following the District Pacing Guides and using the provided instructional materials will ensure that all math teachers cover the content needed to be successful at each grade level. This year, the sixth and seventh grade accelerated curriculum has been modified to bridge the achievement gap these students have when going into Algebra in eighth grade. Math teachers will continually make adjustments to their instruction as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/26/22: During the math department meeting, teachers will discuss information learned from the District sponsored B.E.S.T. Standards professional development they attended. This will allow the opportunity for teachers to share what they learned and also learn from other department members.

Person Responsible Grisel Mesa (griselmesa@dadeschools.net)

8/22/22 - 10/14/22: All teachers will receive a refresher on the implementation of Schoology, the new learning management system that all teachers are required to use beginning this school year, as a follow up to the training on 8/15/22. Teachers will use the District provided Pacing Guides and instructional materials aligned to the standards.

Person Responsible Maria Costa (pr6001@dadeschools.net)

8/22/22 - 10/14/22: Math teachers will administer PM1 (Progress Monitoring) to students in sixth, seventh and eighth grade math. This will provide teachers with data that will assist them in making curricular decisions as well as differentiating instruction based on the weakest benchmarks.

Person Responsible Maria Masso (mmasso@dadeschools.net)

8/22/22 - 10/14/22: The results of PM1 will be shared with students and their parents. Teachers will hold data chats with students and begin to identify students needing remediation and extended learning opportunities.

Person Responsible Grisel Mesa (griselmesa@dadeschools.net)

10/31/22 - 12/16/22: Teachers will analyze their PM1 and iReady data and identify strengths and areas for improvement. Administration will have data chats with all math teachers.

Person Responsible Maria Masso (mmasso@dadeschools.net)

10/31/22 - 12/16/22: Teachers will identify students in their lowest 25% and encourage them to attend tutoring.

Person Responsible	Grisel Mesa (griselmesa@dadeschools.net)
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#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus	
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the overall assessment results, Ammons Middle scored above the District and State in all content areas. This past year, our scores increased in all subject areas. According to the FSA proficiency data, ELA Proficiency increased from 84% in 2021 to 87% in 2022. Math Proficiency increased from 78% in 2021 to 85% in 2022. Science Proficiency increased from 70% in 2021 to 77% in 2022. Social Studies proficiency increased from 86% in 2021 to 94% in 2022. The implementation of collaborative planning with fidelity was a vital component in creating an environment that improved teacher practice and addressed 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of collaborative planning time within the department and grade level, there will be a 1% increase of students who score at proficiency in all content areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being	Our school will focus on the evidence-based strategy of: collaborative planning. Teachers will follow a professional service calendar that delineates the days of the week meetings will be held. During these collaborative planning sessions, teachers will consult with colleagues and deepen their skills with the goal of improving student achievement.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

According to FSA proficiency data, ELA Proficiency increased from 84% in 2021 to 87% in 2022. Math Proficiency increased from 78% in 2021 to 85% in 2022. Science Proficiency increased from 70% in 2021 to 77% in 2022. Social Studies proficiency increased from 86% in 2021 to 94% in 2022. Research has shown that professional collaborative activities have a positive effect on student achievement and instructional effectiveness. Continuing the practice of collaborative planning will further develop teacher capacity.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22: 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)

8/22/22-10/14/22: Department Chairs / Team Leaders will facilitate department / team 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 / team meetings.

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

8/22/22-10/14/22: Teachers will disaggregate their PM1 data and discuss the results within their department.

Areas of strength, areas that need improvement, and trends will be identified by grade level. Teachers will utilize this data to plan for differentiated instruction.

**Person
Responsible** Griselda Mesa (griseldamesa@dadeschools.net)

8/22/22-10/14/22: 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** Griselda Mesa (griseldamesa@dadeschools.net)

10/31/22 - 12/16/22: Department meetings and team meetings will continue to be conducted following the Professional Service Calendar to ensure that time is provided for collaboration amongst teachers.

**Person
Responsible** Stacey Williams (svhall@dadeschools.net)

10/31/22 - 12/16/22: The second department and/or team meeting a month will be dedicated for collaboration amongst the teachers. Teachers will learn from each other and discuss best practices.

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

#3. Positive Culture and Environment specifically relating to rewards/incentives

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey feedback from staff, 45% of teachers strongly agree or agree that staff morale is high at the school, in comparison to 86% during the 2020-2021 survey, a decrease of 41 percentage points. Factors that may have contributed to a decline in staff morale include teachers welcoming back a group of students who exhibited a significant gap in both academics and social skills and moving into a temporary building the weekend before the opening of schools.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of rewards/incentives and team building activities, we will build stronger relationships with our teachers and our staff morale will increase by 10 percentage points in the 2022-2023 School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

An action plan will be created and modified as needed. Administration and the Social Committee will work in unison to ensure rewards/incentives and activities planned take place at least quarterly.

Person responsible for monitoring outcome:

Maria Costa (pr6001@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

According to the 2021-2022 School Climate Survey feedback from staff, 45% of teachers strongly agree or agree that staff morale is high at the school, in comparison to 86% during the 2020-2021 survey, a decrease of 41 percentage points. Our school will focus on the evidence based strategy of: Rewards/Incentives. Teachers will be given rewards/incentives which will give them encouragement and a sense of positivity. Team building activities and staff recognitions will take place to ensure that teachers feel valued and a sense of belonging, yielding an increase in staff morale.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Implementing team building activities will promote school personnel working together cohesively and create a sense of camaraderie. Staff recognitions and rewards/incentives will ensure that teachers feel valued for their hard work and accomplishments, which will assist in building staff morale.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22: Administration will meet with Social Committee to develop an action plan consisting of quarterly activities outside of school intended to build staff rapport in an informal setting.

Person Responsible Maria Masso (mmasso@dadeschools.net)

8/22/22 - 10/14/22: Teachers will use the "Shout Out" board to recognize their colleagues. Teachers should recognize colleagues who plan a fantastic lesson, go out of their way to assist others, have a creative way of accomplishing a task, etc.

Person Responsible Maria Masso (mmasso@dadeschools.net)

8/22/22 - 10/14/22: Board with names will be displayed in the Teachers' Lounge for everyone to see. All supplies needed will be accessible.

Person Responsible Maria Masso (mmasso@dadeschools.net)

8/22/22 - 10/14/22: At each faculty meeting, names of staff members who are on the "Shout Out Board" are entered into a raffle. Winners will receive a prize.

Person Responsible Maria Costa (pr6001@dadeschools.net)

10/31/22 - 12/16/22: Teachers will participate in a book club after school. This will allow teachers the time to share ideas and thoughts outside of the academic realm and build positive relationships.

Person Responsible Raquel Requena-Guajardo (rrequena@dadeschools.net)

10/31/22 - 12/16/22: Names of teachers from the "Shout Out Board" will be placed in a raffle. Teachers will feel valued for their hard work and be recognized for going above and beyond.

Person Responsible Maria Masso (mmasso@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the School Climate Survey feedback from staff, over 90% of teachers agree or strongly agree that administrators solve problems effectively. By conducting regular classroom walkthroughs one can gather important information about the teaching and learning going on at the school. Additionally, frequent walkthroughs make administrators become more accessible to teachers and students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully conduct regular walkthroughs and continue to provide timely feedback, administrators will be able to clearly identify one model classroom per content area as well as teachers who may need additional support.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A google docs spreadsheet will be utilized by administrators to document weekly walkthrough visitation notes. The notes will be reviewed at administrative meetings. This document will ensure that each teacher is visited by each administrator on a regular basis.

Person responsible for monitoring outcome:

Maria Costa (pr6001@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our school will focus on the evidence based strategy of: Consistent, Developmental Feedback. This strategy allows for sharing feedback that begins on a positive note, provides non-judgmental observations, and targets clear expectations. We will use this feedback after teacher walkthroughs to help us identify model classrooms as well as teachers who may need additional support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Consistent and developmental feedback will create a collaborative team approach to help both the administrators and teachers discuss findings from walkthroughs. Teachers will have clear expectations and have direct access to administrators on a regular basis.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22: Create a google docs spreadsheet that administrators will use to write notes documenting their weekly walkthrough visitations. By noting the information on the live document, administrators can view, edit, and/or filter teachers to compare notes and identify strengths and weaknesses.

Person Responsible

Maria Costa (pr6001@dadeschools.net)

8/22/22 - 10/14/22: Weekly walkthroughs will be conducted with fidelity. These walkthroughs will consist of no more than 10 minutes. Timely feedback will be provided to individual teachers.

Person Responsible Maria Costa (pr6001@dadeschools.net)

8/22/22 - 10/14/22: Administrators will discuss walkthrough findings of the classrooms visited for the week. Potential model classrooms will be identified.

Person Responsible Maria Costa (pr6001@dadeschools.net)

8/22/22 - 10/14/22: After a walkthrough, the administrator will provide feedback to at least 2 teachers by sending them a positive note and adding their name to the "Shout Out Board".

Person Responsible Maria Costa (pr6001@dadeschools.net)

10/31/22 - 12/16/22: Weekly walkthroughs will be conducted with fidelity. These walkthroughs will consist of no more than 10 minutes. Timely feedback will be provided to individual teachers.

Person Responsible Maria Costa (pr6001@dadeschools.net)

10/31/22 - 12/16/22: After a walkthrough, the administrator will provide feedback to at least 2 teachers by sending them a positive note and adding their name to the "Shout Out Board".

Person Responsible Maria Masso (mmasso@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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 and 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 school culture and environment.

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 provide large and small group lessons for all grade levels and also provide after school workshops for parents and families.