American Senior High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (50%) 2017-18: C (51%)
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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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)
High School PK, 9-12	Yes	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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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
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
Papp, Stephen	Principal	Principal - Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Garbutt, Ursula	Assistant Principal	Assistant Principal – Assist the principal in overseeing 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; and PLST Member (Lead Mentor).
Pearce, Dawn	Reading Coach	Transformational Reading Coach - Provide coaching to teachers using the coaching model/cycles; analyze data and share with teachers; and assist with planning standards-based instruction.
Asencio, Merlyn	School Counselor	Ensure that students are receiving quality individual and/or group counseling on a needs basis in a safe environment; and PLST member (Content Expert).
Cooper, Larry	Teacher, K-12	Math Teacher - Instruct students using standards-based instruction; PLST member (Digital Innovator).
Gonzalez, Rafael	Assistant Principal	Assistant Principal – Assist the principal in overseeing the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Jove, Jodie	Assistant Principal	Assistant Principal – Assist the principal in overseeing 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 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.*
0

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.*
13

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,680

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

21

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

11

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	0	0	0	347	451	447	435	1680
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	77	143	130	136	486
One or more suspensions	0	0	0	0	0	0	0	0	0	76	94	60	24	254
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	68	74	58	206
Course failure in Math	0	0	0	0	0	0	0	0	0	32	106	109	74	321
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	155	199	0	498
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	163	197	135	0	495
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	155	156	184	139	634

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	0	0	0	161	222	199	76	658

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	0	0	0	9	3	4	5	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	0	4	11	20

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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	35%	54%	51%				39%	59%	56%
ELA Learning Gains	47%						43%	54%	51%
ELA Lowest 25th Percentile	40%						34%	48%	42%
Math Achievement	37%	42%	38%				38%	54%	51%
Math Learning Gains	60%						48%	52%	48%
Math Lowest 25th Percentile	62%						42%	51%	45%
Science Achievement	49%	41%	40%				53%	68%	68%
Social Studies Achievement	72%	56%	48%				56%	76%	73%

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

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
2022					
2019	50%	68%	-18%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	71%	-17%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	63%	-39%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	54%	-9%	57%	-12%

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	23	36	32	26	57	54	36	49		92	26
ELL	12	41	43	24	51	53	29	48		94	61
BLK	39	47	40	36	60	63	53	76		98	67
HSP	33	47	41	36	60	62	46	68		96	67
FRL	34	47	39	37	59	63	49	71		97	67

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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										
WHT	38	38		20	30						
FRL	33	34	25	22	30	28	42	42		94	64

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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

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	55
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	40
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	54
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

Based on the 2022 administration of the FSA-ELA, the 9th grade and 10th grade combined data demonstrated an increase of 1-percentage point from 34% in 2021 to 35% in 2022. Our learning gains (LGs) in ELA demonstrated a decrease of 1-percentage point from 35% in 2021 to 34% in 2022. Our LGs in the lowest 25% demonstrated an increase of 13-percentage points from 26% in 2021 to 39% in 2022.

When analyzing the 2022 Math EOC, the 2022 Algebra and Geometry EOC combined data demonstrated an increase of 11-percentage points from 24% in 2021 to 35% in 2022. Our LGs in Math demonstrated an increase of 28-percentage points from 32% in 2021 to 60% in 2022. Our LGs for the lowest 25% in Math demonstrated an increase of 29-percentage points from 30% in 2021 to 59% in 2022.

Based on the 2022 Biology EOC, we increased 6-percentage points from 42% proficient in 2021 to 48% in 2022. Finally, in Social Studies, we increased a total of 28-percentage points on the US History EOC from 44% in 2021 to 72% in 2022.

Subgroup data on the 2022 FSA-ELA and Math EOCs, showed that our Hispanic subgroup fell below all other subgroups. In ELA, our Hispanic subgroup demonstrated 29% proficient compared to 52% for the district. In Math, our Hispanic subgroup demonstrated 27% proficient on the Algebra I EOC and 40% on the Geometry EOC, compared to 53% and 64% respectively for the district's Hispanic subgroup.

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

Based off the 2022 state assessments, ELA demonstrates the greatest need for improvement. Three-year trend data shows that ELA proficiency has remained stagnate, and has not been able to move above 37%. Additionally, when compared to other T1W/T2/T3 schools, specifically in the area of learning gains, our school fell 18- percentage points below with 35% in overall learning gains compared to 53% for all other T1W/T2/T3 schools.

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 include a lack of fluency, academic vocabulary, and comprehension of complex texts. New actions that would need to be taken to address this need for improvement include standard aligned instruction in all core content areas, data-driven differentiated instruction (DI), effective collaborative planning sessions with a focus on implementing the instructional resources with fidelity, and job-embedded PD aligned to our school's needs.

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

Based off progress monitoring and 2022 state assessments, Math learning gains (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 aligned to the standards in Math and US History. New actions in Math included anchor charts as well as student-centered learning with immediate checks for understanding. In US History, several extended learning opportunities were provided to ensure student success.

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

In order to accelerate learning, strategies that will need to be implemented include standard-aligned planning and instruction as well as differentiated instruction (DI). Teachers will plan and execute lessons based on the standards/learning targets and ensure that all student end products have purpose, meaning, and are aligned to the intended standards. Teachers will also utilize materials, strategies, and assessments aligned to the standards in an effort to reach all students across subgroups.

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 standard- aligned instruction, differentiated instruction, and mental health awareness throughout the school year to ensure that the whole child approach to learning is being addressed.

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.

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

:

#1. 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.	Based on qualitative data from the 2022 School Staff Climate Survey and the 2022 SIP Survey, specific teacher feedback/walkthroughs was identified as a critical need. According to the data related to feedback, 43% of the teachers do not feel that their ideas are listened to and considered. In addition, only 26% of the teachers indicated that administration provides feedback to improve student outcomes on a daily and/or weekly basis. It is also important to note that based on a PD Needs Assessment Survey, Regarding walkthroughs, the data revealed that 59% of the teachers reported that administration conducts daily, weekly, and biweekly instructional walkthroughs; however, 12 percentage indicated that administrative walkthroughs only take place quarterly or annually, which is definitely a concern.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of specific teacher feedback after walkthroughs, there will be at least a 3% increase on the 2023 Staff SIP Survey in the response area of "weekly" with the statement "How often does your administrator provide you with feedback to improve student outcomes?"
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome on a monthly basis during Leadership Team meetings where Department Chairs will have an opportunity to share the needs of their specific departments/teachers as it relates to specific teacher feedback/ walkthroughs.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy of specific teacher feedback provides teachers with consistent, developmental feedback, which involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. This in turn, will improve classroom practices and ultimately increase student learning outcomes.

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.	Specific teacher feedback was selected as a way to encourage dialogue between administration and teachers, which will lead to improvements in teaching and student learning. The criteria for selecting this strategy is based on the overall sentiment that teachers do not receive adequate feedback as evidenced by the results of the 2022 School Staff Climate Survey and the 2022 SIP Survey. Specifically, in the area of Leadership and Relationships, none of the responses were above 45% in the category of "strongly agree."

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.

August 31, 2022 - October 14, 2022
Conduct weekly administrative walkthroughs and provide teachers with timely, specific feedback. As a result, teachers will be able to modify their instruction as needed to meet the needs of their students.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
Review and discuss an IPEGS Standard during each monthly faculty meeting. As a result, teachers will have a better understanding on the evaluation system.

Person Responsible	Ursula Garbutt (190135@dadeschools.net)

August 31, 2022 - October 14, 2022
Leadership Team meetings will take place on a monthly basis with Administration and Department Chairs 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, 2022 - October 14, 2022
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)

October 31- December 16, 2022
We will continue to review and discuss an IPEGS Standard during each monthly faculty meeting. As a result, teachers will have a better understanding on the evaluation system.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

October 31- December 16, 2022
During weekly administrative walk-throughs, a hand-written note will be left for the teacher highlighting
something positive that was observed. As a result, teachers will gain immediate feedback.

**Person
Responsible**   Stephen Papp (pr7011@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Family Engagement	
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 very low number (4) of responses received on the 2022 Parent Climate Survey, it is evident that our school needs to increase family engagement and educate parents on the importance of parental involvement as it relates to their child's academic and social emotional growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of strategies and initiatives to increase family engagement, an additional 5% of parents/legal guardians will complete the 2023 Parent Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome by tracking attendance at all parent functions and keeping parents informed through all platforms including social media, the school website, the school marquee, School Messenger, and Schoology.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Family engagement studies show that parental involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The rationale for selecting family engagement is not only based on the limited number of responses (4) garnered from the 2022 Parent Climate Survey, but also the direct link between parental involvement and student learning outcomes. The most important elements of a successful Family Engagement program are (1) creating genuine and collaborative relationships with families; (2) creating interactive sessions between staff and families; and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth - three areas we will focus on this school year.

Describe the 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.

August 31, 2022 - October 14, 2022
The Student Services Team will conduct monthly Parent Empowerment Workshops (PEW) to increase parental involvement. Topics will include accessing the Parent Portal/Schoology; graduation requirements; general school policies; and the Student Code of Conduct. As a result, our school will educate and inform parents on school policies and develop a collaborative partnership.

Person Responsible	Merlyn Asencio (masencio@dadeschools.net)

August 31, 2022 - October 14, 2022
Implement an ongoing program where students receive service hours for parent participation in PEWs, Open House, and Class Orientations. Specifically, students will receive one hour of community service for every two hours of parent service/participation. As a result, we will create an incentivized program to promote family engagement while simultaneously helping students obtain service hours.

Person Responsible	Merlyn Asencio (masencio@dadeschools.net)

September 27, 2022 & September 29, 2022
Conduct an in-house Miami LEARNS Professional Development PD via Zoom on Schoology open to all American SHS staff. The PD will be an interactive overview of the new Learning Management System (LMS), Schoology. Participants will have opportunities to explore the platform in real-time as they learn the LMS features to support communication and collaborations amongst teachers, students, administrators, and parents. As a result, teachers will have a new tool to use to communicate with parents and parents will have a way to monitor their child's progress.

Person Responsible	Ursula Garbutt (190135@dadeschools.net)

September 7, 2022 - September 29, 2022
Host grade-level orientations to share important information regarding school policies, activities, athletics, and graduation requirements. Orientations will serve as means of promoting parental involvement and awareness.

Person Responsible	Stephen Papp (pr7011@dadeschools.net)

November 17, 2022
Host a family game night with food, games, and prizes. As a result, we hope to increase parental involvement.

Person Responsible	Ursula Garbutt (190135@dadeschools.net)

October 31 to December 16, 2022
Continue with the monthly Parent Empowerment Workshops (PEW) to increase parental involvement. As a result, our school will educate and inform parents on school policies and develop a collaborative partnership.

Person Responsible	Merlyn Asencio (masencio@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Differentiation was identified as a critical need based on the 2022 FSA-ELA and the Algebra I EOC, which revealed that subgroup data for our school fell below the district's overall proficiency. In Reading, our Black Subgroup was 38% proficient compared to 46% at the district level; our Hispanic Subgroup was at 29% proficient compared to 52% at the district level. In Algebra I, our Black Subgroup was 29% proficient compared to 44% at the district level; our Hispanic Subgroup was at 27% proficient compared to 53% at the district level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we are successful at implementing effective differentiation, our overall student proficiency for the subgroups Black and Hispanic (combined) will increase by at least 5-percentage points in ELA and Math as evidenced by the 2023 BEST assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and the Instructional Coaches will conduct quarterly data chats with ELA and Math teachers, adjust intervention groups based on current data in real time, and follow-up with regular walkthroughs to ensure differentiation is taking place. In addition, instructional coaches will analyze data of formative assessments for our Black and Hispanic subgroups monthly to observe progress.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction was selected because it is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The rationale for selecting differentiated instruction is based on our school's overall proficiency for the subgroups Black and Hispanic on the 2022 FSA ELA and 2022 Algebra I EOC. Students in these subgroups fell well below the district's percent proficient (ELA: 8-percentage points below for the Black Subgroup and 23-percentage points below for the Hispanic Subgroup; Algebra I: 15-percentage points below for the Black Subgroup and 26-percentage points below for the Hispanic Subgroup). This data indicates a strong need to incorporate differentiation techniques in the core content areas.

Describe the 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.

August 31, 2022 - October 14, 2022
Conduct administrative-teacher data chats in the assessed areas and include a reflection tool that requires teachers to analyze overall student data as well as subgroup data. As a result, teachers will be able to analyze data by subgroups to meet the specific needs of students during differentiated instruction.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
Conduct individual teacher-student data chats in the assessed areas and include a progress monitoring tool and goal setting form for students. As a result, teachers will be able to analyze data by subgroups to meet the specific needs of students during differentiated instruction.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
Utilize RTI resources from our newly adopted textbooks during differentiated instruction. As a result, teachers will have a plethora of resources aligned to the BEST Standards that will meet the needs of all students, including those who fall within subgroup.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
Begin the interview and hiring process for interventionists in the assessed areas in order to begin our intervention program earlier this school year. For interventions, we will use 2022 FSA-ELA and EOC data to target students, including students from our subgroups, who would benefit from remediation. As a result, we will be able to create an intervention program that is fluid based on data taken from FAST PM1 and PM2 as well as Algebra I, Geometry, and Biology Topic Assessments.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

October 31- December 16, 2022
Implement specific RTI days in ELA and Math in order to remediate deficient benchmarks. As a result, students who need additional support will have an opportunity to receive tutoring in the TLC at least two times a week.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

October 31- December 16, 2022
Complete teacher data chats after each FAST PM assessment and Topic Assessment in the core content areas during collaborative planning. As a result, teachers in the core areas will closely analyze their individual student data and in turn will have data chats with their students to monitor progress.

Person Responsible   Stephen Papp (pr7011@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-aligned instruction was identified as a critical need because this school year all 9th and 10th graders will be taking the newly-adopted FAST assessment aligned to the BEST Standards in ELA and students in Algebra I and Geometry will be taking the newly-adopted BEST Algebra I/Geometry EOC aligned to the BEST Standards in Math. While the majority of our schoolwide data showed positive gains, based on the 2022 administration of the FSA-ELA, 9th grade and 10th grade combined only increased 1-percentage point from 34% in 2021 to 35% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we are successful at implementing effective standards-aligned instruction, our overall student proficiency in ELA will increase by a minimum of 3-percentage points (at least 38% proficient) as evidenced by the third Progress Monitoring (PM) of the BEST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and the Instructional Coaches will ensure that standards-aligned instruction is taking place by attending weekly collaborative planning sessions in the core tested areas. In addition, weekly administrative walkthroughs will serve to monitor if teachers are implementing lessons and assessments aligned to the new standards.
Person responsible for monitoring outcome:	Stephen Papp (pr7011@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for the area of focus is standards-aligned instruction. Standards-aligned instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student end products and teaching strategies are aligned to the intended standards. Moreover, Standards-aligned instruction helps guide the planning, implementation, and assessment of student learning. It helps eliminates the achievement gaps while accelerating all students to their full academic potential.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The rationale for selecting standards-aligned instruction is based on the results of the 2022 FSA-ELA where students demonstrated a 1-percentage point increase from one school year to the next. Additionally, with the state's adoption of the BEST Standards and the newly adopted statewide assessments in both ELA and Math that reflect the new standards, we decided that this was a strategy that needed to be addressed.

**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.

August 31, 2022 - October 14, 2022
During weekly collaborative planning sessions, instructional coaches and administrators will work collaboratively with teacher teams to ensure that standards-aligned lessons are being planned. As a result, teachers will leave collaborative planning with an idea or end product that is aligned to the standards.

**Person
Responsible**   Dawn Pearce (dpearce@dadeschools.net)

August 31, 2022 - October 14, 2022
Ensure that 9th and 10th grade ELA and Algebra I and Geometry teachers are implementing daily bell ringers aligned to the BEST Standards. As a result, teachers will ensure that they are teaching the BEST Standards and will be able to check for understanding on a daily basis.

**Person
Responsible**   Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
Ensure that 9th and 10th grade ELA and Algebra I and Geometry teachers are implementing exit tickets on a consistent basis as a means of checking for understanding. As a result, teachers will have a quick and efficient way to check for student understanding and reteach/modify lessons as needed.

**Person
Responsible**   Stephen Papp (pr7011@dadeschools.net)

August 31, 2022 - October 14, 2022
During weekly walkthroughs, administration will monitor the effectiveness of standards-aligned instruction and provide teachers 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)

October 31- December 16, 2022
With the guidance of the instructional literacy coach, the ELA teachers will develop anchor charts in ELA during collaborative planning. As a result, students will have a visual representation in the classroom to assist with key terms. concepts, and strategies.

**Person
Responsible**   Dawn Pearce (dpearce@dadeschools.net)

October 31- December 16, 2022
During monthly department meetings, teachers will rotate and share a best practice that has proven successful in their class. As a result, teacher teams will develop a bank of best practices to use with their students.

**Person
Responsible**   Stephen Papp (pr7011@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.

American Senior High School addresses building a positive school culture and environment in the following ways:

-At every monthly faculty meeting, a staff MVP will be selected. This staff member will receive the MVP trophy, a VIP parking space, and will be featured on our school's website, Twitter, and Instagram.

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

-Teachers will submit monthly student 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.

-Offer a variety of student clubs that promote inclusivity and awareness and host student-driven events to build a positive environment where students have a voice and feel included.

-Host Ice Cream/Doughnut Socials every nine weeks for both students and staff who have perfect attendance.

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

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 Ralph Gonzalez, 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."

-Isis Gonzalez, Activities Director, is responsible for monitoring all clubs and ensuring that all clubs have a

sponsor, meet on a monthly basis, and promote activities aligned to school policy. All club-sponsored activities/events must be cleared by administration.

-Isis Gonzalez, Activities Director, and Darla Franklin, ESOL Compliance Liaison, work collaboratively every nine weeks to gather student and staff perfect attendance data and organize socials to celebrate perfect attendance.