Herbert A. Ammons Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Herbert A. Ammons Middle School

17990 SW 142ND AVE, Miami, FL 33177

http://ammons.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Costa, Maria	Principal	The Principal is the instructional leader who promotes academic achievement and 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.
Prado, Karla	SAC Member	The EESAC Chairperson ensures that all stakeholders are involved in monitoring, evaluating and revising the vision, mission and implementation plans of the school. The Chairperson conducts EESAC meetings, providing an opportunity for all members to participate in decision making and giving members of the public the opportunity to address the EESAC.
Leys, Dominique	Teacher, K-12	As an IMBYP Leader, the teacher assists in the implementation of the school wide IB program. Additionally, as a Reading teacher, she develops and implements strategies that improve students' reading skills.
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 regularly attends ELA meetings and ensures all teachers are kept abreast of new issues and trends with testing and curriculum. Additionally, she keeps inventory of books and materials.
Belaval, Cheryl	Teacher, K-12	The Activities Chairperson develops the master calendar coordinating all school-sponsored activities. She assists with fundraising and field trips and serves as the PTSA liaison.
Almora, Judith	ELL Compliance Specialist	The ELL Chairperson ensures that teachers know who their ELL students are and the strategies that must be implemented. She collaborates with general education teachers to ensure that ELL students are being supported. She also maintains accurate and complete records as required by state and federal guidelines.
Jamid, Faride	Teacher, K-12	The Electives Chairperson ensures that teachers in the department are following the district provided pacing guide. She regularly attends meetings and ensures all teachers are kept abreast of new issues and trends with their department. Additionally, he keeps inventory of books and materials.

Name	Position Title	Job Duties and Responsibilities
Sedano, Rene	Teacher, K-12	The Math Chairperson ensures that teachers in the department are following the district provided pacing guide. He regularly attends math meetings and ensures all teachers are kept abreast of new issues and trends with testing and curriculum. Additionally, he keeps inventory of books and materials.
Kontzamanys, Tracey	Teacher, K-12	The Individuals & Societies Chairperson ensures that teachers in the I&S department are following the district provided pacing guide. She regularly attends I&S meetings and ensures all teachers are kept abreast of new issues and trends with testing and curriculum. Additionally, she keeps inventory of books and materials.
Serrano, Madeline	Teacher, K-12	The Science Chairperson ensures that teachers in the science department are following the district provided pacing guide. She regularly attends science meetings and ensures all teachers are kept abreast of new issues and trends with testing and curriculum. Additionally, she keeps inventory of books and materials.
Vanegas, Luz	Teacher, ESE	The ESE Chairperson oversees the adherence of the Individual Education Plan for students who are eligible for the program. She is responsible for seeing that all timelines are met and all required paperwork is completed. She collaborates with teachers and parents to ensure that ESE students' needs are being met.
Wilson, David	Magnet Coordinator	The IBMYP Magnet Lead Teacher provides instructional leadership in the design, development, and implementation of IB. He regularly attends magnet meetings and ensures all teachers are kept abreast of new issues and trends by providing professional development as needed. He is responsible for student recruitment and retention.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ammons Middle School involves all stakeholders in the development of the SIP. The school leadership team analyzes available data to determine areas of strength as well as areas for improvement. During a faculty meeting, teachers are given the opportunity to provide input and recommendations on all areas of the SIP. Additionally, during the first EESAC meeting of the school year, parents, students and business partners are encouraged to provide input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored for effective implementation and impact on increasing student achievement. After each phase, the SIP is reviewed with staff, parents, and business partners at EESAC. The plan is revised as needed throughout the school year.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	7	8	9	24
One or more suspensions	0	0	0	0	0	0	1	1	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	11	14	15	40
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	9	9	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	50	40	120

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	8	4	5	17
One or more suspensions	0	0	0	0	0	0	0	20	8	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	4	1	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	6	2	11	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	12	17	15	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	24	43	76

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	6	7	18

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	8	4	5	17
One or more suspensions	0	0	0	0	0	0	0	20	8	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	4	1	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	6	2	11	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	12	17	15	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	24	43	76

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	6	7	18

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	82	56	49	87	55	50	84		
ELA Learning Gains				70			59		
ELA Lowest 25th Percentile				67			59		
Math Achievement*	90	60	56	85	43	36	78		
Math Learning Gains				80			42		
Math Lowest 25th Percentile				74			42		
Science Achievement*	82	55	49	77	54	53	70		
Social Studies Achievement*	93	72	68	94	64	58	86		
Middle School Acceleration	79	74	73	80	56	49	71		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress		50	40		77	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	85
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	714
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	67			
ELL	70			
AMI				
ASN	95			
BLK	85			
HSP	84			
MUL				
PAC				
WHT	93			
FRL	82			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	69			
ELL	69			
AMI				
ASN	91			
BLK	78			
HSP	78			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	90			
FRL	76			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	82			90			82	93	79			
SWD	63			80			53	82	57		5	
ELL	64			81			60	89	56		5	
AMI												
ASN	89			97			100	100	88		5	
BLK	80			86			88	96	77		5	
HSP	81			90			79	93	78		5	
MUL												
PAC												
WHT	85			99			97	96	89		5	
FRL	76			88			80	91	77		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	87	70	67	85	80	74	77	94	80			
SWD	85	64	69	68	63	33		100				
ELL	75	65	60	67	69	65	67	87				
AMI												
ASN	92	73		95	89		85	100	100			

						2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	81	62	60	86	78	78	88	95	77			
HSP	86	70	67	84	79	73	75	93	78			
MUL												
PAC												
WHT	97	74		94	88		88	100	86			
FRL	84	69	66	82	77	72	73	92	72			

						2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	84	59	59	78	42	42	70	86	71			
SWD	70	57	55	54	32	23	50					
ELL	80	61	66	65	37	39	62	87	79			
AMI												
ASN	89	76		97	70		91	93	100			
BLK	82	64	71	66	40	33	59	69	53			
HSP	83	59	59	78	40	41	70	87	70			
MUL												
PAC												
WHT	92	57		93	48	82	83	100	83			
FRL	81	55	58	73	36	38	63	84	65			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	83%	50%	33%	47%	36%
08	2023 - Spring	79%	51%	28%	47%	32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	82%	50%	32%	47%	35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	91%	58%	33%	54%	37%
07	2023 - Spring	75%	48%	27%	48%	27%
08	2023 - Spring	92%	59%	33%	55%	37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	78%	40%	38%	44%	34%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	65%	34%	63%	36%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	68%	25%	66%	27%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA. The low performance was due to the unfamiliarity of the FAST assessment. Additionally, we need to increase student and teacher participation in our after school intervention program.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA. According to the 2021 FSA Reading data, 84% of students were proficient, 87% were proficient in 2022 and 81% of students were proficient on the 2023 FAST PM3. The decline was due to the unfamiliarity of the FAST assessment. Additionally, we need to increase student and teacher participation in our after school intervention program.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Ammons Middle School outperformed the state in all content areas. In ELA 6th grade, Ammons proficiency was 82% compared to the State at 47% proficient. In ELA 7th grade, Ammons proficiency was 83%, compared to the State at 47% proficient. In ELA 8th grade, Ammons proficiency was 79%, compared to the State at 47% proficient. In Math 6th grade, Ammons proficiency was 92%, compared to the State at 55% proficient. In Math 7th grade, Ammons proficiency was 76%, compared to the State 48% proficient. In Math 8th grade, Ammons proficiency was 92%, compared to the State 55% proficient. In Algebra, Ammons proficiency was 100%, compared to the State 50% proficient. In Geometry, Ammons proficiency was 100%, compared to the State 48% proficient. In Civics, Ammons proficiency was 93%, compared to the State 67% proficient. In Science 8th grade, Ammons proficiency was 78%, compared to the State 44% proficient. In Biology 8th grade, Ammons proficiency was 99%, compared to the State 88% proficient.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was math. According to the 2021 FSA Math data, 78% of students were proficient, 85% were proficient in 2022 and 89% of students were proficient on the 2023 FAST PM3. Most math teachers provided after school targeted interventions for students. A math interventionist provided additional support to bubble students in February 2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Demographic Subgroup Performance for 2022-2023 indicates that SWD performed lower than other demographic groups in ELA and Math. According to the 2022-2023 FAST ELA PM3 data, 89% of Asian students were proficient, 85% of White students were proficient, 81% of Black students were proficient and 80% of Hispanic students were proficient as compared to SWD which scored at 63% proficiency. According to the 2022-2023 FAST Math PM3 data, 100% of Asian students were proficient, 99% of White students were proficient, 90% of Black students were proficient and 92% of Hispanic students were proficient as compared to SWD which scored at 82% proficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority for school improvement in the upcoming school year is ELA because it was the area that had the greatest decline from the prior year.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 81% of students were proficient in ELA, as compared to the 2021-2022 FSA assessment where 87% of students were proficient. Based on the data and the identified contributing factors of: participation in after school targeted interventions, teacher attendance and support, and temporary instructor in position, we will implement the Targeted Element of ELA.

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 scoring proficient on the 2023-2024 FAST PM3.

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

ELA teachers will identify the lowest 25% of students after each Progress Monitoring assessment and differentiate instruction based on the weakest benchmark. Extended learning opportunities will be provided to these students. Teachers will conduct data chats with students after each progress monitoring. Additionally, administration will conduct data chats with teachers and review progress monitoring.

Person responsible for monitoring outcome:

Maria Masso (mmasso@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

Using the B.E.S.T. Standards, following the District Pacing Guides and using the provided instructional materials will ensure that all ELA teachers cover the content needed to be successful at each grade level. ELA teachers will continually make adjustments to their instruction as new data becomes available. By continually using data to drive instruction, teachers will prioritize students' individual needs and plan deliberate lessons to target areas that need improvement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELA and Reading teachers will analyze their individual student 2023 FAST assessment data and determine areas for improvement to be targeted. As a result, teachers will identify areas of strength and plan deliberate lessons to target areas that need improvement.

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

By When: August 14 - September 29, 2023

A Reading/ELA teacher will attend a content area department meeting to provide those teachers with reading strategies that can be used across the curriculum. They will also review and summarize the three ELA reporting categories. As a result of the training, content area teachers will incorporate these strategies in their lessons which will assist students' reading skills.

Person Responsible: Dominique Leys (dleys1@dadeschools.net)

By When: August 14 - September 29, 2023

Approaches to Learning (ATL) leaders will revise ATL lessons to incorporate more ELA skills. As a result, ATL lessons will focus more on vocabulary, reading comprehension and writing.

Person Responsible: Dominique Leys (dleys1@dadeschools.net)

By When: August 14 - September 29, 2023

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 81% of students were proficient in ELA, 80% of students were proficient in science, and 88% of students were proficient in math. Based on the data and the identified contributing factor of: effective teaching, curriculum alignment, and individualized instruction, we will implement the Targeted Element of Collaborative Planning.

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

With the continued implementation of collaborative planning, there will be a 1% increase of students scoring proficient on the 2023-2024 FAST PM3 in ELA, science, and math.

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

The Leadership Team of Herbert A. Ammons Middle School will attend various meetings to ensure teachers are continuing to plan for effective instruction. The following meetings take place to ensure students are engaging in curriculum aligned and individualized instruction: monthly department and grade level meetings, as well as collaborative planning meetings with a focus on IB unit plans.

Person responsible for monitoring outcome:

Maria Masso (mmasso@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategy of: Collaborative Planning. Collaborative Planning will continue to be fully implemented with fidelity. Teachers will follow a professional service calendar that delineates the days of the week meetings will be held. Teachers will share best practices that will focus on promoting academic achievement for all students.

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

Collaborative Planning has proven to be successful and valuable for our teachers. Teachers meet on a regular basis which fosters a collaborative professional environment. Department meetings, team meetings, and IB meetings all focus on improving academic achievement. This time allows teachers to share best practices, teaching strategies, and resources with one another.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Department Chairs will facilitate department meetings and provide time for teachers to learn from each other and collaborate, following the professional service calendar. As a result, teachers will review content area standards and plan deliberate lessons targeting those standards.

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

By When: August 14 - September 29, 2023

Teachers will disaggregate data within their department and identify trends and utilize this data to plan for differentiated instructions. As a result, teachers will plan student-centered lessons that address the needs of all learners.

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

By When: August 14 - September 29, 2023

Teachers will collaborate on best practices in the classroom that yield increased academic achievement. This will allow the opportunity for teachers to learn from each other. Administrators will watch for best practices during walkthroughs and recognize teachers on the shout out board.

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

By When: August 14 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey, staff attendance data indicates that 48% of teachers were absent 10 or more days as compared to the district average of 36%. Consistent teacher attendance is essential for creating an optimal learning environment and maximizing student achievement. We will implement the Targeted Element of Teacher Attendance.

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 and incentives for teachers, there will be a 3% decrease of teachers who are absent 10 or more days for the 2023-2024 school year.

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

Teacher attendance will be monitored on a daily basis using the employee attendance sign-in report. Teachers who have perfect attendance (excluding temporary duty days) will be recognized each quarter.

Person responsible for monitoring outcome:

Maria Costa (pr6001@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Teacher Attendance, our school will focus on the Evidence-based Intervention of: Rewards/Incentives. Rewards/Incentives will assist in improving teacher attendance by building a positive and supportive school culture. Teachers will receive certificates, public recognition, and be entered into a raffle for prizes.

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

Teachers who are consistently present create a positive learning environment that fosters student engagement and motivation. Rewarding teacher attendance will make them feel valued and encourage other teachers to be present as well.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop a quarterly attendance incentive where teachers who have not been absent receive a certificate at a faculty meeting and are entered into a raffle. Positive teacher recognition will lead to continued regular attendance and motivate other teachers to follow suit.

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

By When: August 14 - September 29, 2023

Quarterly stress management workshops will be offered during a faculty meeting. This will help refocus and reenergize teachers.

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

By When: August 14 - September 29, 2023

Teachers who have not been absent will have their name placed on the Shout Out board. They will be placed into a raffle to receive rewards during a faculty meeting. As a result, teacher attendance will improve leading to consistent instruction.

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

By When: August 14 - September 29, 2023

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One requirement of the International Baccalaureate Middle Years Programme (IBMYP) is the development of Interdisciplinary Unit (IU) plans. This requires teachers from two or more subjects to collaborate and develop a unit that is taught across multiple content areas so that students are introduced to common themes simultaneously through various content areas. We will implement the targeted element of Professional Learning Communities which will give teachers time and support to develop and implement the IU plans.

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

If 80% of teachers collaboratively develop and implement one IBMYP Interdisciplinary Unit Plan by May 2024, then students will be exposed to concepts and make connections across subject areas to develop a stronger understanding of concepts being taught and the school will be in compliance with IBMYP requirements.

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

The IBMYP Interdisciplinary Unit Plan will be monitored quarterly by the IBMYP Coordinator and the IU Support Leaders. Wednesday meetings will be held throughout the year where IU Support Leaders will be available to review and assist teachers in developing and modifying the IU Plans. The IBMYP Coordinator will collect IU Plans and provide teacher feedback.

Person responsible for monitoring outcome:

David Wilson (davidwilson@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategy of: Professional Learning Communities. These Professional Learning Communities will consist of teachers from multiple subject areas who will collaborate to develop IU plans. This will enable teacher collaboration and to assist with the transfer of knowledge between subjects.

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

Teachers will work collaboratively across content areas to develop a deeper understanding of content-based standards and find common themes among the different content. Teachers will form professional learning communities to create one IBMYP Interdisciplinary Unit Plan, merging content from various content areas. Integrating knowledge from different disciplines helps reinforce learning and improve retention. When students see connections between subjects, they are more likely to remember and apply the information in different contexts.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A professional development on how to write Interdisciplinary Unit Plans will be conducted for all teachers during the district's Professional Development day. This will ensure all teachers will have updated tools and resources to create the required IU plan.

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

By When: August 14 - September 29, 2023

Teachers will meet on Wednesdays to collaborate on the development of IU plans. This will enable teachers the opportunity to have cross content discussions.

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

By When: August 14 - September 29, 2023

Team Leaders will facilitate teacher collaborative time for the development of IU Plans during their monthly meeting. This will give teachers additional planning time to collaborate and plan lessons that allow students to see the connections between different subjects and how they relate to real-world problems and situations.

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

By When: August 14 - September 29, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes