

Herbert A. Ammons Middle School



2014-15 School Improvement Plan

Herbert A. Ammons Middle School

17990 SW 142ND AVE, Miami, FL 33177

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

84%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

A nationality survey is conducted each year for the students and teachers in order to get a breakdown of the nationalities represented at the school. The results of the survey is shared with the staff. In addition, the school celebrates Hispanic Heritage month and African American month. Ammons Middle also hosts a Journey to America program where guest speakers are invited to speak to students about their immigration to the United States.

Describe how the school creates an environment where students feel safe and respected before, during and after school

According to the results from the School Climate Survey, 98% of students feel safe and secure at school. Ammons follows procedures that are in line with district policies that promote a safe learning environment. Each classroom has an updated classroom evacuation map. Monthly campus safety procedures are followed (fire drill, tornado, code red and code yellow). School personnel (including security monitors) are provided with ongoing professional development on school safety. Security is provided at the school half an hour before school begins and half an hour after school ends. The media center is open half an hour before and after school as well. After students are in school, all exterior gates are locked, leaving only one entrance to the school open for visitors. Visitors are required to sign in at the security desk prior to entering the building. Throughout the day, security is visible around the campus. In addition, teachers are posted at their door during the change of classes. Each grade level counselor implements an anti-bullying program. The trust counselor holds individual and small group intervention groups. There is a bully box located in the media center where students can anonymously report cases of bullying. Ammons also implements a Kindness Day where students have note cards with compliments written on it and forward it to other students. Furthermore, peer mentors are established for sixth grade students who are having difficulty with transitioning to middle school. An eighth grade student is assigned to these students and meetings are facilitated between mentor and mentee. The mentee is able to consult with their mentor on any school related issue that may arise.

As an IB school, students are taught the importance of exhibiting the values of the IB Learner Profiles. These include Inquirers, Knowledgeable, Thinkers, Communicators, Open-Minded, Reflective, Balanced, Risk Takers, Caring and Principled. These values are highlighted each month during our morning/afternoon announcements, monthly calendar, and e-mail tree. Students are expected to follow these attributes which creates character, builds leaders and fosters an environment of care and respect.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

To protect instructional time, announcements are restricted to the morning and afternoon. Furthermore, Ammons has an extended homeroom which is used to accommodate enrichment activities for students such as guest speakers, author events, and presentations. We also take advantage of lunch time for collections, PTSA fundraisers and club meetings. These clearly minimize distractions during the school day.

During the opening days of school, each teacher reviews their behavior plan with students. In addition, grade level orientations are conducted where the Parent/Student handbook and Code of Student Conduct is reviewed with all students. Students are required to review this information with their parents and sign an acknowledgement form. These meetings set clear behavioral expectations and protocols for disciplinary action if needed.

A discipline committee representing all stakeholders is established at the beginning of each year. This committee develops a school site discipline plan following the Code of Student Conduct. When administering a consequence for student behavior, the school follows the progressive discipline model.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At the beginning of the year, the sixth grade level counselor visits each sixth grade homeroom class. She discusses topics such as adjustment to middle school, organization, bullying, academic and behavioral expectations. In addition, an anti-bullying program is implemented with students in each grade level. The trust counselor holds individual and small group intervention groups and addresses any social-emotional concerns that may arise. During lunch, all counselors are supervising students in the cafeteria and are also available to students should they need to speak to them. The casual cafeteria setting allows for student/counselor interaction and strengthens that relationship.

Furthermore, peer mentors are established for sixth grade students who are having difficulty with transitioning to middle school. Eighth grade students help and consult with their mentee throughout the year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Monitoring of attendance bulletin
- Teachers reporting excessive class absences
- Students who have been identified having behavior problems (such as detentions, reprimands, team meetings)
- Interim progress reports and report card
- Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics take an Intensive Mathematics course in lieu of an elective (unless they are enrolled in Intensive Reading).

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	6	5	10	21
One or more suspensions	0	0	8	8
Course failure in ELA or Math	1	0	0	1
Level 1 on statewide assessment	7	4	1	12

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- School staff calls home to verify each absence.
- Grade level counselors arrange conferences for students with excessive absences and/or tardies.
- Social worker referral is placed for students with excessive absences and/or tardies.
- Counselors meet with students upon their return from a suspension.
- Counselor / administrator notifies teachers of student's suspension and need for make-up work.
- Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics take an Intensive Mathematics course in lieu of an elective (unless they are enrolled in Intensive Reading).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

When students are initially accepted into Ammons Middle School, an orientation is held to familiarize parents with the facility, staff and programs. Administrators, teachers and support staff are present to answer questions and interact with the new families. This is the first step to building positive relationships with new families. During the orientation, parents from the PTSA are available to tell their experiences at Ammons and also provide helpful tips and information for new families. This allows current families to interact with new families and build meaningful relationships. PTSA encourages parents to subscribe to the e-mail tree where parents are kept abreast of school events and activities. Other forms of communication to communicate with parents include connect-ed messages, monthly school calendars, marquee, Coffee with the Principal and PTSA meetings. Finally, parents can keep informed of their child's progress daily through the Parent Portal. Interim progress reports are distributed at midpoint each grading period to inform parents of their child's

progress. Report cards are distributed at the end of each grading period. Parents are encouraged to contact their child's teacher by phone or e-mail if there are questions or concerns in any class. Counselors and administrators are also available should parents need to speak to them.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At the beginning of each year, school personnel and PTSA reach out to community businesses and create partnerships to enhance school programs. The community partnerships created at Ammons include Books & Books, Ibiley, Publix, McDonald's, Young Arts, Costco, BJs and Miami Dade College. These partnerships provide us with resources that enhance the curriculum. For example, Books & Books provides the school with fundraising opportunities. In addition, they invite authors to share their life experiences and books with students. Ibiley provides each student at the school a complimentary school polo. They also partner with the school during Teacher Appreciation Week and other school events. PTSA donates a plethora of food items for various events such as PTSA meetings, Walk-a-Thons, Coffee with the Principal and Volunteer Training. All of these partnerships support our school and our quest for continued student achievement. At the end of each year, Ammons hosts a breakfast recognizing volunteers that have helped throughout the year. There is also a community business partner on EESAC.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Costa, Maria	Principal
Masso, Maria	Assistant Principal
Sauri, Francisco	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team consists of: Maria Costa - Principal, Maria Masso – Assistant Principal, Francisco Sauri – Assistant Principal, Lisette Dobson – 6th Grade Counselor, Suzanne Perlman – 7th Grade Counselor / Trust Specialist, Ronda Carey - 8th Grade Counselor / Test Chairperson, Sonya Raheem – 8th Grade Team Leader, Theresa Fletcher – 7th Grade Team Leader, Karen Kouri-Perez – 6th Grade Team Leader, Dorothea Masdeu – Reading Teacher, Ronni Goldstein – SPED Chairperson, Nersa Garcia – Media Specialist.

The Administrators will ensure follow-up of action steps, allocate resources when needed, and ensure that all team members are participating in meetings. Each grade level counselor meets with students having behavioral and/or academic difficulties. They provide and monitor strategies to assist these students. Furthermore, they assist with parent conferences as needed. Team Leaders represent their respective grade level content area teachers and are the voice of those teachers. The Reading teacher supports other teachers implementing the Reading Plus Program. She also provides support infusing reading strategies across the curriculum. The SPED Chairperson contributes her expertise in

strategies to assist students with academic and/or behavior problems. The Media Specialist provides support with media materials, Accelerated Reader, and assists with data collection.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis on an ongoing basis. Monitoring the fidelity of the delivery of instruction and intervention is essential for the Leadership Team. Teachers receive relevant professional development as support. The MTSS Leadership Team provides levels of support and interventions to students based on data.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare on school grounds.
- Teams are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Judith Almora	Teacher
Maria Costa	Principal
Andrew Wagner	Student
Sheldon Wilson	Teacher
Lisa Oberlander	Teacher
Marc Leveille	Teacher
Faride Jamid	Teacher
Ronda Carey	Teacher
Melvin Hunter	Education Support Employee
Juana Almonte	Parent
Vanessa Griffin	Parent
Linda Berzofsky	Parent
Caroline Wagner	Parent
Alexandra Martinez	Parent
Analaura Morales	Parent
Brian Swicegood	Parent
Vivian Bech	Business/Community
John Navarro	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A discussion involving the School Improvement Plan takes place at every EESAC meeting. Administration will review last year's SIP goals and whether or not the school met its goals in the different areas. There will be an additional discussion regarding the changes to this year's SIP as well as the first of three Action Plans developed. Barriers, resources, strategies and action steps will be covered.

Development of this school improvement plan

The SAC will:

- Provide feedback on the content of the School Improvement Plan
- Review all applicable student performance data
- Determine the students' needs and prioritize them
- Recommend strategies to improve areas of need
- Assist in the preparation and evaluation of the School Improvement Plan
- Develop and monitor the final decision making at the school relating to the implementation of the School Improvement Plan.

During every meeting, the SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Preparation of the school's annual budget and plan

A discussion is held by all stakeholders regarding the needs of the school. The SAC assists in prioritizing those needs. A consensus is held as to how the annual budget will address the school's needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

IB / End of Year Awards Ceremony \$1000.00
Reading / Team rewards and incentives \$1999.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Costa, Maria	Principal
Masso, Maria	Assistant Principal
Garcia, Nersa	Instructional Media
Starling, Mary	Teacher, K-12
Masdeu, Dorothea	Teacher, K-12
Earle, Jim	Teacher, K-12
Diaz, Gladys	Teacher, K-12
Kontzamanys, Tracey	Teacher, K-12
Almora, Judith	Teacher, K-12
Magrisso, Marcela	Teacher, K-12
Goldstein, Ronni	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and other stakeholders.

Ammons implements a school-wide Accelerated Reader program. Students are tested at the beginning of the year to determine their reading level and are assigned a goal that they must meet each nine weeks. Both the student's homeroom teacher and Language A teacher track the student's progress. Incentives are provided for those students who meet their goal. In addition, all Language Arts teachers are implementing the Reading Plus program as part of their curriculum. Students are required to read and complete a certain number of lessons as home learning. Various activities are held during Literacy Week such as literary trivia, game day, get caught reading, stop and read, and encouragement of reading with the family at home.

Reading and Writing across the curriculum will continue to be infused school-wide.

Professional Learning Communities (PLC) in the areas of Reading/Language Arts, Humanities, Mathematics, Science, and Writing will be established. Teams will meet once a month to discuss cross-curricular progress of students performance as evident through assessments in each of the subject areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

As part of a teacher's professional responsibility, Wednesdays are designated as Horizontal/Vertical Planning days. During these meetings, teachers collaborate on the implementation of Interdisciplinary Units (IU) as well as share best practices across grade levels and disciplines. Designated Fridays are assigned as Department meetings. During this time, members of the same content area share best practices and collaborate on grade level lessons for instruction. They also discuss the new Florida State Assessment test and how they can infuse more rigor in their lessons to prepare students for this test. Finally, designated Fridays are assigned as Team meetings. Teachers in the same grade level have time to collaborate on IUs, reading across the curriculum and/or writing across the curriculum. During this time, grade level teachers also discuss accomplishments and concerns of students they have in common.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Administrative team will work collaboratively to ensure the following:

- Partner new teachers with veteran staff members
- Maintain contact with the District Staffing Specialist
- Solicit referrals from current employees
- Host interns from local universities and partner them with clinically certified teachers

The school retains highly qualified teachers by providing continuous professional development and a positive working environment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The magnet lead teacher meets with all new teachers to the school. He provides and reviews a handbook titled "A guide to what you need to know" that was specifically designed for new teachers at Ammons. The rationale for pairings is based on subject area and experience. The planned mentoring activities include monthly meetings to provide further guidance and answer questions. In addition to department meetings, the department chairs touch base with any new teachers within their department to relay pertinent information the new teacher needs to know.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers are required to use the District mandated Pacing Guide for their content area. Administration conducts weekly classroom walk-throughs to ensure that teachers are implementing appropriate lessons including the content standards and receive the support they need. During

department meetings, teachers collaborate and discuss lesson ideas and best practices assuring that they are all being successful.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to differentiate instruction in content area classes. Once data is acquired, teachers differentiate instruction based on levels of proficiency on the different benchmarks. If a student is having difficulty, a Team Conference is held to discuss how the teachers, parents, counselor and student can work together as a team to assist the student. It is recommended that students attend morning tutoring in the specific class/es in which they are having difficulty. The curriculum is supplemented using the various computer programs available to students. Teachers also provide students with supplemental material that familiarizes them with the new assessment tests.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,080

As part of a teacher's professional responsibility, teachers are required to provide 30 minutes of tutoring/enrichment for students before the school day begins once a week.

Strategy Rationale

Students are able to receive small group or individual instruction from the teacher and/or other students outside of the regular classroom setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sauri, Francisco, fmsauri@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in during the tutoring sessions. The teacher monitors the grades of the students who attend their tutoring session.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- Administration meets with all grade levels at the beginning of the year and reviews the parent/student handbook, student code of conduct, agenda books with inserts containing important school information.

- Through an interactive activity with students, the grade level counselors meet with incoming students to acclimate them to the school environment and personnel.
- The 8th grade counselor meets with students to discuss possible high school course options.
- A magnet fair is hosted where over 15 high schools are invited to discuss their academic programs with 8th grade students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction across all content areas.
- G2.** We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement.
- G3.** We will prepare students to be college and career ready by incorporating STEM and/or CTE initiatives and programs.
- G4.** We will increase support to parents by building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction across all content areas. 1a

G046748

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	92.0
AMO Reading - ED	91.0
AMO Math - ED	92.0

Resources Available to Support the Goal 2

- The International Baccalaureate Middle Years Program curriculum, interdisciplinary units of instruction, Reading Plus, Accelerated Reader, pacing guide, exemplar lessons and department chairpersons.

Targeted Barriers to Achieving the Goal 3

- Teachers lack the instructional framework within their collaborative planning time needed to create rigorous lessons using higher order questioning strategies

Plan to Monitor Progress Toward G1. 8

Observe effective implementation of higher order thinking being infused through delivery of instruction during walkthroughs

Person Responsible

Maria Costa

Schedule

On 11/26/2014

Evidence of Completion

5x5 calendars, data disaggregation, Interim Assessments and the Florida Standards Assessment or EOCs (or the FCAT 2.0 for science)

G2. We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement. 1a

G049350

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	2.0
One or More Suspensions	1.0
Level 1 - All Grades	1.0

Resources Available to Support the Goal 2

- Reading Plus, Accelerated Reader, Intensive Reading Class, Intensive Math Class, Khan Academy, Digital Academy, Algebra Nation, Counselors, Media Specialist, Social Worker, Attendance Clerk, attendance bulletins, incentives, Code of Student Conduct, Spot Success and district materials

Targeted Barriers to Achieving the Goal 3

- In 2014, 2% (21) students missed 18 or more days of instructional time.

Plan to Monitor Progress Toward G2. 8

Individual student attendance records and grades will be collected

Person Responsible

Francisco Sauri

Schedule

On 11/26/2014

Evidence of Completion

Attendance bulletin and Gradebook

G3. We will prepare students to be college and career ready by incorporating STEM and/or CTE initiatives and programs. 1a

G049673

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- Science, Math and Technology teachers/classes, STEM Club, Math Hawks, Environmental Club, Fairchild Tropical Garden, Gizmos, Khan Academy, Algebra Nation, district materials, pacing guides and Digital Academy

Targeted Barriers to Achieving the Goal 3

- Students are not given enough opportunities to participate in STEM-based activities.

Plan to Monitor Progress Toward G3. 8

Observe implementation of effective STEM-based activities being infused through delivery of instruction during walkthroughs.

Person Responsible

Francisco Sauri

Schedule

On 11/26/2014

Evidence of Completion

5x5 calendars, lessons

G4. We will increase support to parents by building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G049674

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Connect ed, e-mail tree, monthly calendar, marquee, school website

Targeted Barriers to Achieving the Goal 3

- Over 100 elementary schools feed into Ammons Middle School. As a result, transportation and distance is an area of concern for parents.

Plan to Monitor Progress Toward G4. 8

Parents will complete a survey at the end of the year to determine parent participation in school programs and activities.

Person Responsible

Maria Masso

Schedule

On 11/26/2014

Evidence of Completion

Sign in sheets

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. We will increase student achievement by improving core instruction across all content areas. **1**

 G046748

G1.B2 Teachers lack the instructional framework within their collaborative planning time needed to create rigorous lessons using higher order questioning strategies **2**

 B116071

G1.B2.S1 Implementation of structured collaborative sessions in order to infuse higher order thinking strategies into delivery of instruction **4**

 S127735

Strategy Rationale

Increase rigor in all content areas

Action Step 1 **5**

Conduct collaborative sessions utilizing an instructional framework where deliberate planning focuses on higher order thinking strategies to develop rigorous lessons with a seamless integration of technology

Person Responsible

Jim Earle

Schedule

On 10/3/2014

Evidence of Completion

Sign-in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom instruction will show evidence of higher order thinking strategies and implementation

Person Responsible

Jim Earle

Schedule

On 11/14/2014

Evidence of Completion

Student exemplars and lessons

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher collaboration through best practices and/or observational classrooms

Person Responsible

Mary Starling

Schedule

On 11/14/2014

Evidence of Completion

reflection forms, student exemplars, 1-2-3 forms

G2. We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement. 1

G049350

G2.B1 In 2014, 2% (21) students missed 18 or more days of instructional time. 2

B123353

G2.B1.S1 Identify students who may be developing a pattern of nonattendance / tardiness and implement an action plan for students with 3 or more absences from class. 4

S135265

Strategy Rationale

Students are unaware of the negative impact excessive absences from class can have on their learning.

Action Step 1 5

Identify students who are missing instructional time

Person Responsible

Francisco Sauri

Schedule

Weekly, from 9/17/2014 to 11/26/2014

Evidence of Completion

Attendance reports and Student Case Management Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor target students' attendance

Person Responsible

Francisco Sauri

Schedule

Monthly, from 9/17/2014 to 11/26/2014

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor target students' attendance and grades

Person Responsible

Francisco Sauri


Schedule

Monthly, from 9/17/2014 to 11/26/2014


Evidence of Completion

Attendance bulletin and Gradebook


G3. We will prepare students to be college and career ready by incorporating STEM and/or CTE initiatives and programs. 1

 G049673

G3.B1 Students are not given enough opportunities to participate in STEM-based activities. 2

 B124953

G3.B1.S1 Increase the number of opportunities for students to participate in activities where students design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities. 4

 S136884

Strategy Rationale

Students are able to further strengthen the foundation that will prepare them for college and/or careers in the STEM field.

Action Step 1 5

Development of lessons incorporating STEM-based skills and opportunities for students to participate in these activities

Person Responsible

Gladys Diaz

Schedule

Biweekly, from 9/17/2014 to 11/26/2014

Evidence of Completion

Lesson plans, exemplar lessons

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom instruction will show evidence of STEM-based activities.

Person Responsible

Francisco Sauri

Schedule

Monthly, from 9/17/2014 to 11/26/2014

Evidence of Completion

Lessons and student exemplars

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teacher collaboration through best practices and/or observational classrooms.

Person Responsible

Gladys Diaz

Schedule

Monthly, from 9/17/2014 to 11/26/2014

Evidence of Completion

Reflection forms, student exemplars

G4. We will increase support to parents by building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G049674

G4.B1 Over 100 elementary schools feed into Ammons Middle School. As a result, transportation and distance is an area of concern for parents. 2

B124332

G4.B1.S1 Notification of upcoming school events will be given as early as possible allowing parents ample time to coordinate transportation. 4

S137177

Strategy Rationale

Due to distance from home and transportation to school, parents require ample time to secure transportation.

Action Step 1 5

Notify parents of upcoming school events as early as possible.

Person Responsible

Dorothea Masdeu

Schedule

Monthly, from 9/22/2014 to 11/26/2014

Evidence of Completion

Monthly calendar, connected messages and e-mail tree

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly calendar will be updated and reviewed for accuracy

Person Responsible

Maria Masso

Schedule

Monthly, from 9/15/2014 to 11/26/2014

Evidence of Completion

evidence of monthly calendars

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Prior to monthly calendar being published, it will be reviewed by the Administrative Team.

Person Responsible

Maria Masso

Schedule

Biweekly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Monthly calendars

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Conduct collaborative sessions utilizing an instructional framework where deliberate planning focuses on higher order thinking strategies to develop rigorous lessons with a seamless integration of technology	Earle, Jim	10/3/2014	Sign-in sheets, agendas	10/3/2014 one-time
G2.B1.S1.A1	Identify students who are missing instructional time	Sauri, Francisco	9/17/2014	Attendance reports and Student Case Management Forms	11/26/2014 weekly
G3.B1.S1.A1	Development of lessons incorporating STEM-based skills and opportunities for students to participate in these activities	Diaz, Gladys	9/17/2014	Lesson plans, exemplar lessons	11/26/2014 biweekly
G4.B1.S1.A1	Notify parents of upcoming school events as early as possible.	Masdeu, Dorothea	9/22/2014	Monthly calendar, connected messages and e-mail tree	11/26/2014 monthly
G1.MA1	Observe effective implementation of higher order thinking being infused through delivery of instruction during walkthroughs	Costa, Maria	11/14/2014	5x5 calendars, data disaggregation, Interim Assessments and the Florida Standards Assessment or EOCs (or the FCAT 2.0 for science)	11/26/2014 one-time
G1.B2.S1.MA1	Teacher collaboration through best practices and/or observational classrooms	Starling, Mary	10/8/2014	reflection forms, student exemplars, 1-2-3 forms	11/14/2014 one-time
G1.B2.S1.MA1	Classroom instruction will show evidence of higher order thinking strategies and implementation	Earle, Jim	10/6/2014	Student exemplars and lessons	11/14/2014 one-time
G2.MA1	Individual student attendance records and grades will be collected	Sauri, Francisco	11/26/2014	Attendance bulletin and Gradebook	11/26/2014 one-time
G2.B1.S1.MA1	Monitor target students' attendance and grades	Sauri, Francisco	9/17/2014	Attendance bulletin and Gradebook	11/26/2014 monthly
G2.B1.S1.MA1	Monitor target students' attendance	Sauri, Francisco	9/17/2014	Attendance Bulletin	11/26/2014 monthly
G3.MA1	Observe implementation of effective STEM-based activities being infused through delivery of instruction during walkthroughs.	Sauri, Francisco	11/14/2014	5x5 calendars, lessons	11/26/2014 one-time
G3.B1.S1.MA1	Teacher collaboration through best practices and/or observational classrooms.	Diaz, Gladys	9/17/2014	Reflection forms, student exemplars	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Classroom instruction will show evidence of STEM-based activities.	Sauri, Francisco	9/17/2014	Lessons and student exemplars	11/26/2014 monthly
G4.MA1	Parents will complete a survey at the end of the year to determine parent participation in school programs and activities.	Masso, Maria	11/26/2014	Sign in sheets	11/26/2014 one-time
G4.B1.S1.MA1	Prior to monthly calendar being published, it will be reviewed by the Administrative Team.	Masso, Maria	9/15/2014	Monthly calendars	11/26/2014 biweekly
G4.B1.S1.MA1	Monthly calendar will be updated and reviewed for accuracy	Masso, Maria	9/15/2014	evidence of monthly calendars	11/26/2014 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction across all content areas.

G1.B2 Teachers lack the instructional framework within their collaborative planning time needed to create rigorous lessons using higher order questioning strategies

G1.B2.S1 Implementation of structured collaborative sessions in order to infuse higher order thinking strategies into delivery of instruction

PD Opportunity 1

Conduct collaborative sessions utilizing an instructional framework where deliberate planning focuses on higher order thinking strategies to develop rigorous lessons with a seamless integration of technology

Facilitator

Maria Masso

Participants

All instructional staff

Schedule

On 10/3/2014

G2. We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement.

G2.B1 In 2014, 2% (21) students missed 18 or more days of instructional time.

G2.B1.S1 Identify students who may be developing a pattern of nonattendance / tardiness and implement an action plan for students with 3 or more absences from class.

PD Opportunity 1

Identify students who are missing instructional time

Facilitator

Francisco Sauri

Participants

All Instructional Staff

Schedule

Weekly, from 9/17/2014 to 11/26/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: We will increase student achievement by improving core instruction across all content areas.	1,999
Goal 2: We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement.	1,000
Grand Total	2,999

Goal 1: We will increase student achievement by improving core instruction across all content areas.

Description	Source	Total
B2.S1.A1 - Incentives for honor roll and students receiving their IBMYP certificate	School Improvement Funds	1,999
Total Goal 1		1,999

Goal 2: We will use the Early Warning System (EWS) to identify at-risk students by providing support and intervention to increase achievement.

Description	Source	Total
B1.S1.A1 - Incentives for perfect attendance	School Improvement Funds	1,000
Total Goal 2		1,000