American Senior High School

2014-15 School Improvement Plan

American Senior High School

18350 NW 67TH AVE, Hialeah, FL 33015

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

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
High	Yes	84%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	96%

School Grades History

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

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.

Table of Contents

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 American High School/American Adult Community Education Center is to provide the opportunity for all students to receive a quality education. Through collaboration among disciplines, along with business and community partnerships in education, American High School will prepare students to become productive and socially conscious members of our increasingly complex world. Core values:

All students should be afforded the opportunity to receive a quality education. Teachers, students, and parents are partners in the learning process, which requires self-discipline and continues throughout life. The goal of learning is to provide students the opportunity to be competitive in an ever-changing global community. The process of education should address academics, career pathways, and character development. A safe, clean and secure environment allows for effective teaching and learning.

Our school will foster a respect for all cultures. Business and community partnerships are essential in meeting the needs of our students in our smaller learning communities.

Provide the school's vision statement

We are committed to provide educational excellence for all.

School Environment

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

School Climate Survey
Impromptu and formal meetings with faculty and students

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

Before and after school - Building and all entries are monitored by administration, security monitors, instructional support personnel, and administrative assistants as students come and go.
During school - Ensure students are in the correct location by monitoring hall passes

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

Follow and enforce district Student Code of Conduct
Follow discipline procedures established by the district

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

Provide counseling
Referrals to Trust counselor
Service and support clubs

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Quarterly Grade report to identify student failed more than one class.

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
	9	**10**	**11**	**12**	
Attendance below 90 percent	17	30	29	36	112
One or more suspensions	159	117	85	68	429
Course failure in ELA or Math	102	8	52	3	165
Level 1 on statewide assessment	115	134	137	102	488

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

Parent Phone calls
Progress reports
Pull-outs and push-ins
Failure notices
Detentions

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51046.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Our Community Involvement Specialist creates a monthly newsletter informing the community about all activities taking place at American High School.
Other resources that we use to keep the community informed the community are ConnectEd, school website, flyers, and The Miami Laker.
Students and parents also receive notifications through student/parent portal and Remind 101 texts.

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
Garnica, Francisco	Principal
Allen, Jason	Assistant Principal
Glasford, Franklyn J.	Assistant Principal
Osborne, Chantal	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's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Reading Department head/Coach – Tennille Martinez
• Language Arts Department head – Chance Benton
• Reading Coach – Yamika Galue
The reading coaches and language arts department head will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, monitoring progress, and analyzing student data.
• Mathematics Department head – Noel Gray
• Mathematics Coach – Allam Yazbek
Mathematics Coaches should assist in the monitoring of classroom instruction on a daily basis, provide instructional strategies for block/flexible scheduling, and take the lead in the implementation and utilization of technology-based curricular intervention programs.
• Media Specialist – Stephanie Orin
The media specialist will monitor the volume of the literature checked out by students. Also, the media specialist will assist students in selecting level appropriate reading materials. The media specialist will provide book check-out data to the reading coaches.

• Program Specialist – Jacqueline Carter
• Special education department head – Daniel Perez
• Student Services department head – Yixsi Quintana
• School Psychologist – Dr. Neil Hornstein

The student services department head and school psychologist will monitor process and collect data for students identified by the teacher as possibly in need of intervention. After analyzing the data the student, if it is decided that the student is in need of behavioral intervention and/or counseling, the special education department head and program specialist will coordinate and complete documentation for interventions.

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

Several members of the Leadership Team are also on the School Advisory Council (SAC). These members worked together with the principal and assistant principal of curriculum to develop the School Improvement plan (SIP). The other members of the Leadership Team provided feedback during the End-of-Year review of the 2012 - 2013 SIP. This feedback included information on the strategies that worked, what we should continue to do, and what instruction should do adjusted. This information was used to revise the current SIP and develop the SIP for the new school year. Professional Learning Communities (PLC) will analyze and utilize data during lunch-time meetings to identify areas in need of re-teaching and share best practices.

Title I, Part A

At American High School, services are provided to guarantee students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Reading Coach and Department Heads develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and Supplemental Educational Services.

Title I, Part C- Migrant

American provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Does not apply to American High School.

Title II

We are a Title II district that uses supplemental funds for improving basic education as follows:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided by the district for educational materials and ELL personnel support to improve English Language Learner students that speak languages other than Spanish and Haitian Creole.

Title VI, Part B - NA
Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
American will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
At American, our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, bullying, harassment, stress, suicide, isolation, family violence, and other crises. The TRUST Specialist also sponsors the DFYIT program. The TRUST Specialist sponsors the DFYIT program and peer mediation.
Nutrition Programs
1) American adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) American's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Adult Education
High school completion courses are available to all eligible American High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.
Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
American houses six academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students to complete high school with a technical

certificate.

Job Training - NA

Does not apply to American High School.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ashley Almonte	Student
Lenysse Dyer	Student
Keimi Martinez	Student
Kelcy Phanord	Student
LaQuasha Roache	Student
Richard Browning	Teacher
Tiffany Davis	Teacher
Tennille Martinez	Teacher
Roniel Osorio	Teacher
Raul Perez	Teacher
Tosha Smith	Education Support Employee
Richard LePore	Business/Community
Urguetta Alberto	Parent
Mellissa Wiggins	Parent
Kathy Leon	Parent
Ketsy Piedrahita	Parent
Jason Smith	Parent
Tracy Thompkins	Parent
Francisco Garnica	Principal

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

SAC met in May 2014 to review and discuss the recommendations that the faculty made for the 2014-15 SIP during the April 17th Early Release day.

Development of this school improvement plan

Several members of the SAC divided the SIP into sections to work on it over the summer. Also, SAC reviewed the draft of the SIP and make recommendations for changes during the September meeting. They reviewed the changes made by the region at the October meeting. After the faculty had an opportunity to review the SIP again, the SAC will vote on the approval of the SIP at the October 3rd meeting. Finally, the SIP will be reviewed at the SAC meetings on a monthly basis.

Preparation of the school's annual budget and plan

NA

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

• Literacy Strategies - Printing, copying, and laminating of posters, activities, word walls, etc.: $1,900.00
• Strategies for Implementing Common Core Standards for Mathematics - Printing of overhead transparencies for modeling problem solving: $1,700.00
• Implementation of the Common Core for Science - Printing and copying: $1,875.00
• Implementation of FCAT 2.0 Writing Standards - Printing and copying $1,900.00
• Raising Attendance rate - Incentives for attendance $500.00
• Reducing indoor and outdoor suspension - Printing of the Student Code of Conduct $800.00
• Increase communication of school-wide initiatives and services - Printing and copying $500.00

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
Garnica, Francisco	Principal
Allen, Jason	Assistant Principal
Osborne, Chantal	Assistant Principal
Glasford, Franklyn J.	Assistant Principal
Benton, Chance	Teacher, K-12
Gray, Noel	Teacher, K-12
Martinez, Tennille	Instructional Coach
Medovoy, Igor	Teacher, K-12
Scriven, Pamela	Teacher, K-12
Szeto, Lisette	Instructional Coach
Wisniski, Victor	Teacher, K-12
Davis, Tiffany	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to discuss the enhancement of curriculum initiatives. The team will begin by reviewing past years data related to reading, writing, mathematics, science as well as any updates related to other course offerings. Student individual data will be the main focus of the opening of school with a goal setting objective of creating the best plan of action for success for each American Senior High student. The team will continuously monitor the school accountability categories and make decisions that will ensure compliance as well as success for the school year. The team will discuss district as well as region updates to ensure compliance. The team will share ideas as a collaborative group to promote best results school wide. An ongoing focus on rigor, relevance and high expectations will be discussed at weekly team meetings. Some of the incentives that will promote this year are movie tickets, IPOD shuffles, and a school dance with DJ for students who show improvement on the Interim Assessments/FCAT and for attendance to tutorial sessions.

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

Opportunities for collaborative planning and discussions during leadership faculty, Early Release, Teacher Planning Days and PLC meetings.

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

1. Offer Professional Development on school site for current teachers so they can maintain their "Highly Qualified" status.
2. Review resumes that are sent to the administration and find the skills that match the schools need.
3. Notify teachers when certification is about to expire and e-mail them with recommendations.

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

The responsibility of the MINT Mentor was to meet with the new teacher on a regular basis for approximately 6-8 hours per month. The Mentor was required to maintain an online MINT Mentor E-Log which documented all Mentor-Mentee interactions and recommendations, as well as, an interactive journal of all e-mail communications with the Mentee. The Mentor assisted the Mentee with self-assessment and the development of his/her Professional Development Plan, short and long range goals, classroom management skills and instructional strategies. The Mentor provided curriculum resources such as lesson plans, instructional materials, literature, and web resources. Further, the Mentor assisted the new teacher in analyzing student data in order to improve instruction and conducted informal, non-evaluative observations of the new teacher for the purpose of providing constructive feedback.

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

The school ensures that core instructional programs and materials are aligned to Florida's standards by providing professional development sessions. Instructional coaches provide materials and guidance when creating lesson plans, unpacking standards, and developing rigorous questioning.

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

Data is used to target students with deficiencies by providing small group instruction. Teacher-led groups are designated for students with deficiencies. Students are targeted and given one-on-one instruction.

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: 16,740

Peer Tutorial services before and after school through National Honor Society and Mu Alpha Theta for all content areas
After school teacher tutorials for all FCAT and EOC related subjects

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Osborne, Chantal, cosborne1@dadeschools.net

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

Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.
Baseline, Fall Interim and Winter Interim data will be monitored as well.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday school teacher tutorials for all FCAT and EOC related subjects

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

? Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.
? Baseline, Fall Interim and Winter Interim data will be monitored as well.

Strategy: Summer Program

Minutes added to school year: 0

? Summer Planning prior to "Opening of Schools" to prepare focus calendars for all core areas

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

? Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.
? Baseline, Fall Interim and Winter Interim data will be monitored as well.

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

Each grade level is assigned a counselor who closely monitors the student progress toward meeting graduation requirements. The counselor advise those who are falling behind to utilize resources such as afternoon/night school and Florida Virtual schools to recover lost credits.

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

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curriculum, academies, various academic organizations and extracurricular activities.
About one week after students receive their subject selections sheets and have had time to review them with their parents, students meet one-on-one with a counselor to review what requirements still need to be met in order to determine what classes they will take. The final course selection is sent home for parent's signature.
Throughout the school year the CAP advisor takes students on field trips to college fairs and campuses. She also arranges for recruiters from various schools to talk to students about the programs that their institutions have to offer. The CAP advisor also has office hours during lunch and after school to discuss plans for after graduation with students individually.

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

Our school offers students elective courses in art, business, technology, and career study. They also have the option of participating in one of the following seven Academies:
1. Academy of Biomedical Careers
2. Academy of Hospitality and Tourism
3. Academy of Information Technology
4. Engineering Academy for Student Excellence

5. Fine Arts Academy
6. Law Studies Academy
7. Undergraduate Studies Academy

Two of the academies being NAF-certified, leading to industrial certification. Many of these courses focus on job skills and offer students internships in the areas of Biomedical, Hospitality and Technology. The Law Studies Academy also offers internships to students. Our school's daily focus is to ensure academic rigor, relevance and relationships. Teachers are also provided reading materials, "Do Now" activities that are based on current events to incorporate into daily lessons.

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

American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.

As the students from one grade level to the next, Student Services will monitor their progress throughout the years to verify that all requirements are met or in progress of being completed.

Also, various activities are held with the parents and students to assist in their transition from one level to the next such as:

• Articulation
• Freshmen orientation parent night
• Senior parent nights
• Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.

Using the Advanced Placement (AP) Readiness report provided by College Board after the PSAT, the Assistant Principal over curriculum (APC) and counselors identify the high achieving students who should be in AP and honors classes. The APC meets with the parents/guardians of all of the students in the report that are not already in AP classes to discuss the opportunities that are available the student.

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

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at American High. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and Postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or the various computer labs around school.

The percentage of student who graduated from American in 2014 who took the SAT was 69.8% and ACT was 31.0%. American has a larger percentage of graduates taking the SAT than the District at 61.5% and the State at 56.8%. However, our percentage of students taking the ACT is lower than both the District at 36.4% and the State at 39.0%.

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 student accountable talk, student collaborative experiences, increasing rigorous higher order questioning strategies across all content areas.

G2.   Our goal for the 2014-2015 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.American Senior High

G3.   Our goal for the 2014-15 school year is to increase student enrollment and achievement in the Senior High School STEM/CTE academies - Academy for Biomedical Careers (ABC), and the Engineering Academy for Student Excellence (EASE) - by 5%.

G4.   Parent Involvement - "See Title I PIP"

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 student accountable talk, student collaborative experiences, increasing rigorous higher order questioning strategies across all content areas. 1a

🔍 G050761

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	49.0
	55.0
Bio I EOC Pass	60.0

Resources Available to Support the Goal 2

- ELA Scholastic Read 180, Cengage-Edge, Vocabulary for Success/Novels, McDougal Littell-LiteratureSeries, ILL Cengage Edge, McDougal Littell-Literature Series, Pacing guides which contains links to additional digital resources, i.e. classzone.com, CPALMS, Discovery Education and NBC Learn.

Targeted Barriers to Achieving the Goal 3

- ELA/Reading - Lack of evidence of student accountable talk.

- Algebra 1 and Geometry - Students have limited opportunities to engage in accountable talk.

- U.S. History EOC - Minimal opportunities for Gradual Release provided during lesson delivery.

- Biology EOC - Lack of effective lesson planning aligned to District Pacing Guides, Items Specifications, Learning Goals, and Course Descriptions.

Plan to Monitor Progress Toward G1. 8

Utilize pacing guides, student work, and ThinkGate generated reports derived from monthly mini-assessments.

Person Responsible
Chantal Osborne

Schedule
Every 2 Months, from 9/12/2014 to 6/5/2015

Evidence of Completion
Formative Evaluation: Interim Assessments, Mini Assessments Summative Evaluation: 2014 FS Assessment, Algebra I EOC, Geometry EOC, U.S. History EOC, and Biology EOC Examinations

G2. Our goal for the 2014-2015 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.American Senior High 1a

🔍 G047675

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal 2

- Monitored credit acquisition, monitored assessment performance, night school credit recovery provisions, and dual-enrollment.

Targeted Barriers to Achieving the Goal 3

- Parents lack of concern for student daily attendance. Students lack of concern for being present and punctual. Students and parents are unfamiliar with the district's attendance policy.

- Students and parents are not familiar with the Student Code of Conduct.

- In order to continue the increase of the graduation rate, students need to become more familiar with changes in the graduation requirements.

- Difficulty in achieving course credits, lack of proficient test scores, and below average GPA cause student frustration, decrease in school participation, and decline in self-motivation.

Plan to Monitor Progress Toward G2. 8

monitor the attendance rate throughout the year

Person Responsible
Francisco Garnica

Schedule
Monthly, from 8/18/2014 to 5/1/2015

Evidence of Completion
District attendance reports, Suspension totals, and graduation rate.

G3. Our goal for the 2014-15 school year is to increase student enrollment and achievement in the Senior High School STEM/CTE academies - Academy for Biomedical Careers (ABC), and the Engineering Academy for Student Excellence (EASE) - by 5%. `1a`

🔍 G047673

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

- Students' lack of interest and knowledge of what engineering and technical careers entail.
- Students enroll in academies too late to complete CTE program or acquire the skills necessary for certification.

Plan to Monitor Progress Toward G3. `8`

Monitor enrollment

Person Responsible

Chantal Osborne

Schedule

Evidence of Completion

Enrollment of the Engineering and Biomedical academies in 2014

G4. Parent Involvement - "See Title I PIP" `1a`

🔍 G051775

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

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 student accountable talk, student collaborative experiences, increasing rigorous higher order questioning strategies across all content areas. `1`

🔑 G050761

G1.B1 ELA/Reading - Lack of evidence of student accountable talk. `2`

🔑 B127255

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

🔑 S139301

Strategy Rationale

Action Step 1 `5`

ELL/ELA - Facilitate common planning during 30 minute extended lunch with Reading Coaches and district staff.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Classroom observations, lesson plans, student work

Action Step 2 [5]

ELL/ELA - Provide professional development focused on resources (Class Zone, C-PALMS, Discover Ed) and standards through faculty meetings and common planning sessions.

Person Responsible

Tennille Martinez

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

PD agendas, sign-ins, lesson plans, classroom observations, PLC action plan

Action Step 3 [5]

Implement the coaching cycle to effectively plan and deliver ELA and reading lessons using available data.

Person Responsible

Tennille Martinez

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Coach Logs

Action Step 4 [5]

Conduct weekly classroom walk-throughs to monitor the implementation of effective planning and instructional delivery.

Person Responsible

Francisco Garnica

Schedule

Weekly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Action Step 5 `5`

ELL - Conduct collaborative review of the WLEP plan to determine appropriate placement of students according to their ESOL levels in the LA through ESOL classes.

Person Responsible

Francisco Garnica

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

G1.B1.S2 Implement collaborative conversations as an instructional framework to encourage the exchange of ideas by facilitating purposeful student-led talk focused around topics and texts appropriate to grade level and discipline. Students will pose and respond to questions, clarify, verify or challenge ideas and conclusions. `4`

🔑 S139318

Strategy Rationale

Action Step 1 `5`

Create classroom environments which are conducive to collaborative conversations.

Person Responsible

Chantal Osborne

Schedule

Monthly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Classroom observations, lesson plans, student work

Action Step 2 5

Conduct professional development to unwrap the Language Arts Florida Standards.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans

Action Step 3 5

Review with ELA/ELL/Reading teachers Speaking & Listening components of the pacing guides, along with technology resources aligned to the curriculum

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

lesson plans, classroom observations

Action Step 4 5

Adjust classroom environments to promote collaborative conversations.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

classroom observations

Action Step 5 5

Implement the coaching cycle with ELA/ELL/Reading/Social Sciences teachers in the classroom which will include planning, developing, and preparing lessons, and providing feedback to teachers regarding lessons which reflect ELA/ELL literacy strategies,differentiated instruction and/ or classroom/management routines.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 10/24/2014

Evidence of Completion

Reading Coaching Log

Action Step 6 5

Monitor fidelity of implementation of ELA/ELL/Reading programs weekly.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

classroom walk-through forms

Action Step 7 5

Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 11/17/2014

Evidence of Completion

data binders and lesson plans, which contain and reflect targeted instruction based on identified needs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Collaborative Conversations

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

classroom observations, reading coach logs

G1.B1.S3 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

🔑 S139338

Strategy Rationale

Action Step 1 5

Provide professional development during common planning at lunch for ELA and Reading teachers on the progression and requirements to master the writing standards.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook

Action Step 2 `5`

Provide professional development during common planning at lunch for ELA teachers on the use of classzone.com writing resources to help scaffold writing instruction for students.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook

Action Step 3 `5`

Provide professional development during common planning at lunch for ELA teachers on implementing the academic writing of the ELA pacing guides, including district-created, and online Discovery Education and NBC Learn resources.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook

Action Step 4 `5`

Implement the coaching cycle with ELA/ELL/Reading/Social Sciences teachers in the classroom which will include planning, developing, and preparing lessons, and providing feedback to teachers regarding lessons which reflect ELA/ELL literacy strategies,differentiated instruction and/ or classroom/management routines.

Person Responsible

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Reading coach log

Action Step 5 `5`

Monitor fidelity of implementation of ELA/ELL/Reading programs weekly

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through forms

Action Step 6 `5`

Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Data binders and lesson plans which contain and reflect targeted instruction based on identified needs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Academic Writing

Person Responsible

Chantal Osborne

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Data binders and lesson plans, which contain and reflect targeted instruction based on identified needs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Algebra 1 and Geometry - Students have limited opportunities to engage in accountable talk. `2`

🔧 B129939

G1.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. `4`

🔧 S141982

Strategy Rationale

Action Step 1 `5`

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Person Responsible

Francisco Garnica

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Student results of bi-weekly assessments

Action Step 2 5

Conduct a bi-weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.

Person Responsible

Chantal Osborne

Schedule

Biweekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Planning session, agenda/reflection, Planning development materials (handouts/power point/materials)

Action Step 3 5

Prepare lessons that incorporate higher order questioning strategies on a weekly basis.

Person Responsible

Francisco Garnica

Schedule

On 6/4/2015

Evidence of Completion

Classroom, walkthrough/observations, students journals/notebooks, students' sample work.

Action Step 4 5

Implement high order questioning strategies during lesson delivery on a continual basis.

Person Responsible

Francisco Garnica

Schedule

Daily, from 10/9/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough/observations, students journal reflections, student sample work.

Action Step 5 `5`

Utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.

Person Responsible

Francisco Garnica

Schedule

Daily, from 9/29/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough/observations, students journal reflections, student sample work.

Action Step 6 `5`

Conduct walkthroughs on a weekly basis to monitor the use of high order questioning strategies during lesson delivery

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Lesson plans Evidence of use of probing questions during lesson delivery Student journal reflection

Action Step 7 `5`

Conduct walkthroughs on a weekly basis to monitor that students are engaged in accountable talk.

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Students involved in collaborative activities Students engaged in mathematical discourse, e.g. justifying and explaining their reasoning

Action Step 8 `5`

Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.

Person Responsible

Franklyn J. Glasford

Schedule

Biweekly, from 9/12/2014 to 8/13/2015

Evidence of Completion

Formative and summative assessments, Interim assessments, Topic Assessments

Action Step 9 `5`

Disaggregate data from different assessment reports and discuss results in order to adjust instruction.

Person Responsible

Franklyn J. Glasford

Schedule

Monthly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan

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

Monitor and/or model instruction

Person Responsible

Francisco Garnica

Schedule

Biweekly, from 10/1/2014 to 5/8/2015

Evidence of Completion

Observational logs

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

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person Responsible

Noel Gray

Schedule

Biweekly, from 8/26/2014 to 4/9/2015

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B3 U.S. History EOC - Minimal opportunities for Gradual Release provided during lesson delivery. `2`

🔑 B129942

G1.B3.S1 Facilitate collaborative structures to plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. `4`

🔑 S142276

Strategy Rationale

Action Step 1 `5`

Department of Social Sciences will provide training on U.S. History Module 1 for lesson planning and delivery.

Person Responsible

Jason Allen

Schedule

On 6/5/2015

Evidence of Completion

Samples of encouraged Lesson Plans and encouraged Common Board Configuration.

Action Step 2 `5`

Teachers will attend the U.S. History Academy to gain additional resources to share with other 11th grade U.S. History teachers.

Person Responsible

Jason Allen

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Samples of encouraged Lesson Plans and resulting Student Folders.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor instruction

Person Responsible

Jason Allen

Schedule

Biweekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Observation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Social Studies Department Chairperson, APC, and instructional teachers will utilize pacing guides, student work, and ThinkGate generated reports derived from monthly Mini-Assessments and Interim Assessments.

Person Responsible

Jason Allen

Schedule

Biweekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Mini-Assessments and Interim Assessments

G1.B4 Biology EOC - Lack of effective lesson planning aligned to District Pacing Guides, Items Specifications, Learning Goals, and Course Descriptions. `2`

`B129943`

G1.B4.S1 Continue to implement collaborative structures to routinely plan through horizontal (same content) teams in order to address the course objectives described in the pacing guide and the FLDOE course descriptions. `4`

`S142278`

Strategy Rationale

Action Step 1 `5`

Assist in the development of Professional Learning Communities (PLC) to research, discuss, design and implement lessons to increase inquiry based learning.

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

PLC is created and meets regularly.

Action Step 2 `5`

Plan collaboratively in order to use lesson plans that implement a routine of inquiry based hands-on activities aligned to the District Pacing Guides, Learning Goals, and Course Descriptions.

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Content area lesson plans are developed

Action Step 3 5

Plan activities for students to meet deficiencies as determined by analysis of assessment data from the AP Instructional Planning Reports

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans address the APIP

Action Step 4 5

Monitor and ensure that effective lesson plans are implemented

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Lesson plans are evident during administrative classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitoring of the delivery of instruction should include a combination of such things as checklists, peer feedback, and outside monitoring

Person Responsible

Franklyn J. Glasford

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Observation logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Review lab reports, students' writing and other students' work. Conduct data chats with students.

Person Responsible

Franklyn J. Glasford

Schedule

Every 6 Weeks, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data chat logs

G2. Our goal for the 2014-2015 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.American Senior High `1`

G047675

G2.B1 Parents lack of concern for student daily attendance. Students lack of concern for being present and punctual. Students and parents are unfamiliar with the district's attendance policy. `2`

B118720

G2.B1.S1 Parents will be called when they receive 3 or more unexcused absences for a parent conference with administrator. Connect Ed messages will be sent out daily for students that are absent. `4`

S130506

Strategy Rationale

Action Step 1 `5`

A letter will be sent home on the 3rd absence to inform home. Students with 3 or more absences will be called down by counselor to discuss impact of absences. They will then sign a letter of acknowledgment that signifies their participation in conference.

Person Responsible

Schedule

Evidence of Completion

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

Monitor the attendance rate throughout the year

Person Responsible

Schedule

Evidence of Completion

District attendance reports

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

monitor the attendance rate throughout the year

Person Responsible

Schedule

Evidence of Completion

District attendance reports

G2.B2 Students and parents are not familiar with the Student Code of Conduct. `2`

🔑 B118721

G2.B2.S1 ? Utilize the Student Code of Conduct by providing incentives for compliance as well as highlight students that have reflected appropriate behavior as compared to their past record. `4`

🔑 S130507

Strategy Rationale

Action Step 1 `5`

conduct a review of attendance bulletin as well as COGNOS suspension data

Person Responsible

Schedule

Evidence of Completion

2013-14 Suspension totals

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

monitor the daily attendance bulletin as well as downloading the COGNO suspension report

Person Responsible

Schedule

Evidence of Completion

COGNO suspension report

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

monitor the daily attendance bulletin as well as downloading the COGNOS suspension report

Person Responsible

Schedule

Evidence of Completion

COGNOS suspension report

G2.B3 In order to continue the increase of the graduation rate, students need to become more familiar with changes in the graduation requirements. 2

🔑 B118722

G2.B3.S1 Provide student and parent orientations related to graduation requirements. 4

🔑 S130508

Strategy Rationale

By providing parents and students with updated information and alternative resources, both parents and students will become increasingly self-aware of the changing requirements for High school graduation. Their growth in knowledge will positively affect their focus and purpose on their immediate goal of graduating.

Action Step 1 5

Discussion on the Student Progression Plan in depth with all students and parents.
Provide parent workshops which will inform parents of all of the new requirements and changes as well as all available resources at their disposal as well as how to properly receive further information.

Person Responsible

Francisco Garnica

Schedule

Quarterly, from 8/18/2014 to 5/1/2015

Evidence of Completion

student histories

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Observations and meetings with student services

Person Responsible

Francisco Garnica

Schedule

Monthly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Student and parent conference logs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

monitor student histories

Person Responsible

Francisco Garnica

Schedule

Monthly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Student TRACE Records and Dropout Data and Parent sign in rosters at meetings.

G2.B4 Difficulty in achieving course credits, lack of proficient test scores, and below average GPA cause student frustration, decrease in school participation, and decline in self-motivation. `2`

🔑 B118723

G2.B4.S1 Provide informative workshops for parents discussing the leading causes of student dropout and strategies to use with children at risk of not achieving goals. `4`

🔑 S130509

Strategy Rationale

Action Step 1 `5`

Provide students with course recovery opportunities through Adult Education, E2020, and Florida Virtual Schools.

Person Responsible

Schedule

Evidence of Completion

student credit history

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

monitor student histories

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Student TRACE Records and Parent sign in rosters

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

monitor student histories

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Student TRACE Records and Dropout Data

G3. Our goal for the 2014-15 school year is to increase student enrollment and achievement in the Senior High School STEM/CTE academies - Academy for Biomedical Careers (ABC), and the Engineering Academy for Student Excellence (EASE) - by 5%. 1

G047673

G3.B1 Students' lack of interest and knowledge of what engineering and technical careers entail. 2

B118718

G3.B1.S1 EASE conducts quarterly in-house SECME related competitions such as Bridge Building, Robotics, and Bottle Rockets that provide students with hands-on experience. Biomedical students will participate in HOSA competitions throughout the school year and receive training at a medical facility as part of their hands-on curriculum. 4

S130504

Strategy Rationale

Action Step 1 5

Monitor the success of the student competitions

Person Responsible

Francisco Garnica

Schedule

Evidence of Completion

Results of competitions

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

Observation of instruction in academy related courses

Person Responsible

Chantal Osborne

Schedule

Evidence of Completion

Participation in competitions

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

Monitor participation in academies and related competitions

Person Responsible

Francisco Garnica

Schedule

Evidence of Completion

Competition results

G3.B2 Students enroll in academies too late to complete CTE program or acquire the skills necessary for certification. [2]

🔍 B130279

G3.B2.S1 CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction. [4]

🔍 S142292

Strategy Rationale

Action Step 1 [5]

Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person Responsible

Chantal Osborne

Schedule

Semiannually, from 9/18/2014 to 6/5/2015

Evidence of Completion

Student projects

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Observation of classroom instruction

Person Responsible

Francisco Garnica

Schedule

Semiannually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student work

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
G3.B1.S1.A1	Monitor the success of the student competitions	Garnica, Francisco	Results of competitions	one-time	
G2.B1.S1.A1	A letter will be sent home on the 3rd absence to inform home. Students with 3 or more absences will be called down by counselor to discuss impact of absences. They will then sign a letter of acknowledgment that signifies their participation in conference.			once	
G2.B2.S1.A1	conduct a review of attendance bulletin as well as COGNOS suspension data		2013-14 Suspension totals	once	
G2.B3.S1.A1	Discussion on the Student Progression Plan in depth with all students and parents. Provide parent workshops which will inform parents of all of the new requirements and changes as well as all available resources at their disposal as well as how to properly receive further information.	Garnica, Francisco	8/18/2014	student histories	5/1/2015 quarterly
G2.B4.S1.A1	Provide students with course recovery opportunities through Adult Education, E2020, and Florida Virtual Schools.		student credit history	once	
G1.B1.S1.A1	ELL/ELA - Facilitate common planning during 30 minute extended lunch with Reading Coaches and district staff.	Osborne, Chantal	9/18/2014	Classroom observations, lesson plans, student work	6/5/2015 weekly
G1.B1.S2.A1	Create classroom environments which are conducive to collaborative conversations.	Osborne, Chantal	9/25/2014	Classroom observations, lesson plans, student work	6/4/2015 monthly
G1.B1.S3.A1	Provide professional development during common planning at lunch for ELA and Reading teachers on the progression and requirements to master the writing standards.	Osborne, Chantal	9/18/2014	Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook	6/4/2015 weekly
G1.B2.S1.A1	Provide Professional Development on how to integrate higher order thinking	Garnica, Francisco	9/18/2014	Student results of bi-weekly assessments	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.				
G1.B3.S1.A1	Department of Social Sciences will provide training on U.S. History Module 1 for lesson planning and delivery.	Allen, Jason	9/12/2014	Samples of encouraged Lesson Plans and encouraged Common Board Configuration.	6/5/2015 one-time
G1.B4.S1.A1	Assist in the development of Professional Learning Communities (PLC) to research, discuss, design and implement lessons to increase inquiry based learning.	Glasford, Franklyn J.	9/19/2014	PLC is created and meets regularly.	6/4/2015 weekly
G3.B2.S1.A1	Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.	Osborne, Chantal	9/18/2014	Student projects	6/5/2015 semiannually
G1.B1.S1.A2	ELL/ELA - Provide professional development focused on resources (Class Zone, C-PALMS, Discover Ed) and standards through faculty meetings and common planning sessions.	Martinez, Tennille	9/18/2014	PD agendas, sign-ins, lesson plans, classroom observations, PLC action plan	6/5/2015 weekly
G1.B1.S2.A2	Conduct professional development to unwrap the Language Arts Florida Standards.	Osborne, Chantal	9/18/2014	Lesson Plans	6/4/2015 weekly
G1.B1.S3.A2	Provide professional development during common planning at lunch for ELA teachers on the use of classzone.com writing resources to help scaffold writing instruction for students.	Osborne, Chantal	9/18/2014	Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook	6/4/2015 weekly
G1.B2.S1.A2	Conduct a bi-weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.	Osborne, Chantal	9/22/2014	Planning session, agenda/reflection, Planning development materials (handouts/power point/materials)	6/4/2015 biweekly
G1.B3.S1.A2	Teachers will attend the U.S. History Academy to gain additional resources to share with other 11th grade U.S. History teachers.	Allen, Jason	10/17/2014	Samples of encouraged Lesson Plans and resulting Student Folders.	6/5/2015 monthly
G1.B4.S1.A2	Plan collaboratively in order to use lesson plans that implement a routine of inquiry based hands-on activities aligned to the District Pacing Guides, Learning Goals, and Course Descriptions.	Glasford, Franklyn J.	9/19/2014	Content area lesson plans are developed	6/4/2015 weekly
G1.B1.S1.A3	Implement the coaching cycle to effectively plan and deliver ELA and reading lessons using available data.	Martinez, Tennille	9/18/2014	Coach Logs	6/5/2015 weekly
G1.B1.S2.A3	Review with ELA/ELL/Reading teachers Speaking & Listening components of the pacing guides, along with technology resources aligned to the curriculum	Osborne, Chantal	9/18/2014	lesson plans, classroom observations	6/4/2015 weekly
G1.B1.S3.A3	Provide professional development during common planning at lunch for ELA teachers on implementing the academic writing of the ELA pacing guides, including district-created, and online Discovery Education and NBC Learn resources.	Osborne, Chantal	9/18/2014	Lesson plans, classroom observations, text-based writing in portfolios/writer's notebook	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A3	Prepare lessons that incorporate higher order questioning strategies on a weekly basis.	Garnica, Francisco	9/29/2014	Classroom, walkthrough/observations, students journals/notebooks, students' sample work.	6/4/2015 one-time
G1.B4.S1.A3	Plan activities for students to meet deficiencies as determined by analysis of assessment data from the AP Instructional Planning Reports	Glasford, Franklyn J.	10/1/2014	Lesson plans address the APIP	6/4/2015 weekly
G1.B1.S1.A4	Conduct weekly classroom walk-throughs to monitor the implementation of effective planning and instructional delivery.	Garnica, Francisco	10/21/2014		6/5/2015 weekly
G1.B1.S2.A4	Adjust classroom environments to promote collaborative conversations.	Osborne, Chantal	9/18/2014	classroom observations	6/4/2015 weekly
G1.B1.S3.A4	Implement the coaching cycle with ELA/ELL/Reading/Social Sciences teachers in the classroom which will include planning, developing, and preparing lessons, and providing feedback to teachers regarding lessons which reflect ELA/ELL literacy strategies,differentiated instruction and/or classroom/management routines.		9/18/2014	Reading coach log	6/4/2015 weekly
G1.B2.S1.A4	Implement high order questioning strategies during lesson delivery on a continual basis.	Garnica, Francisco	10/9/2014	Classroom walkthrough/observations, students journal reflections, student sample work.	6/4/2015 daily
G1.B4.S1.A4	Monitor and ensure that effective lesson plans are implemented	Glasford, Franklyn J.	9/19/2014	Lesson plans are evident during administrative classroom walkthroughs	6/4/2015 weekly
G1.B1.S1.A5	ELL - Conduct collaborative review of the WLEP plan to determine appropriate placement of students according to their ESOL levels in the LA through ESOL classes.	Garnica, Francisco	9/30/2014		6/5/2015 quarterly
G1.B1.S2.A5	Implement the coaching cycle with ELA/ELL/Reading/Social Sciences teachers in the classroom which will include planning, developing, and preparing lessons, and providing feedback to teachers regarding lessons which reflect ELA/ELL literacy strategies,differentiated instruction and/or classroom/management routines.	Osborne, Chantal	9/18/2014	Reading Coaching Log	10/24/2014 weekly
G1.B1.S3.A5	Monitor fidelity of implementation of ELA/ELL/Reading programs weekly	Osborne, Chantal	9/18/2014	Classroom walk-through forms	6/4/2015 weekly
G1.B2.S1.A5	Utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.	Garnica, Francisco	9/29/2014	Classroom walkthrough/observations, students journal reflections, student sample work.	6/4/2015 daily
G1.B1.S2.A6	Monitor fidelity of implementation of ELA/ELL/Reading programs weekly.	Osborne, Chantal	9/18/2014	classroom walk-through forms	11/26/2014 weekly
G1.B1.S3.A6	Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.	Osborne, Chantal	9/18/2014	Data binders and lesson plans which contain and reflect targeted instruction based on identified needs	6/4/2015 weekly
G1.B2.S1.A6	Conduct walkthroughs on a weekly basis to monitor the use of high order	Glasford, Franklyn J.	9/29/2014	Lesson plans Evidence of use of probing questions during lesson delivery Student journal reflection	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	questioning strategies during lesson delivery				
G1.B1.S2.A7	Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.	Osborne, Chantal	9/18/2014	data binders and lesson plans, which contain and reflect targeted instruction based on identified needs.	11/17/2014 weekly
G1.B2.S1.A7	Conduct walkthroughs on a weekly basis to monitor that students are engaged in accountable talk.	Glasford, Franklyn J.	9/29/2014	Students involved in collaborative activities Students engaged in mathematical discourse, e.g. justifying and explaining their reasoning	6/4/2015 weekly
G1.B2.S1.A8	Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.	Glasford, Franklyn J.	9/12/2014	Formative and summative assessments, Interim assessments, Topic Assessments	8/13/2015 biweekly
G1.B2.S1.A9	Disaggregate data from different assessment reports and discuss results in order to adjust instruction.	Glasford, Franklyn J.	10/9/2014	Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan	6/4/2015 monthly
G1.MA1	Utilize pacing guides, student work, and ThinkGate generated reports derived from monthly mini-assessments.	Osborne, Chantal	9/12/2014	Formative Evaluation: Interim Assessments, Mini Assessments Summative Evaluation: 2014 FS Assessment, Algebra I EOC, Geometry EOC, U.S. History EOC, and Biology EOC Examinations	6/5/2015 every-2-months
G1.B2.S1.MA1	Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.	Gray, Noel	8/26/2014	Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.	4/9/2015 biweekly
G1.B2.S1.MA1	Monitor and/or model instruction	Garnica, Francisco	10/1/2014	Observational logs	5/8/2015 biweekly
G1.B3.S1.MA1	Social Studies Department Chairperson, APC, and instructional teachers will utilize pacing guides, student work, and ThinkGate generated reports derived from monthly Mini-Assessments and Interim Assessments.	Allen, Jason	9/12/2014	Mini-Assessments and Interim Assessments	6/5/2015 biweekly
G1.B3.S1.MA1	Monitor instruction	Allen, Jason	9/12/2014	Observation	6/5/2015 biweekly
G1.B4.S1.MA1	Review lab reports, students' writing and other students' work. Conduct data chats with students.	Glasford, Franklyn J.	10/1/2014	Data chat logs	5/1/2015 every-6-weeks
G1.B4.S1.MA1	Monitoring of the delivery of instruction should include a combination of such things as checklists, peer feedback, and outside monitoring	Glasford, Franklyn J.	9/19/2014	Observation logs	6/4/2015 weekly
G1.B1.S2.MA1	Collaborative Conversations	Osborne, Chantal	9/18/2014	classroom observations, reading coach logs	6/4/2015 weekly
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Academic Writing	Osborne, Chantal	9/18/2014	Data binders and lesson plans, which contain and reflect targeted instruction based on identified needs	6/4/2015 weekly
G2.MA1	monitor the attendance rate throughout the year	Garnica, Francisco	8/18/2014	District attendance reports, Suspension totals, and graduation rate.	5/1/2015 monthly
G2.B1.S1.MA1	monitor the attendance rate throughout the year		District attendance reports	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Monitor the attendance rate throughout the year		District attendance reports	once	
G2.B2.S1.MA1	monitor the daily attendance bulletin as well as downloading the COGNOS suspension report		COGNOS suspension report	once	
G2.B2.S1.MA1	monitor the daily attendance bulletin as well as downloading the COGNO suspension report		COGNO suspension report	once	
G2.B3.S1.MA1	monitor student histories	Garnica, Francisco	8/18/2014	Student TRACE Records and Dropout Data and Parent sign in rosters at meetings.	5/1/2015 monthly
G2.B3.S1.MA1	Observations and meetings with student services	Garnica, Francisco	8/18/2014	Student and parent conference logs.	5/1/2015 monthly
G2.B4.S1.MA1	monitor student histories		Student TRACE Records and Dropout Data	once	
G2.B4.S1.MA1	monitor student histories		Student TRACE Records and Parent sign in rosters	once	
G3.MA1	Monitor enrollment	Osborne, Chantal	Enrollment of the Engineering and Biomedical academies in 2014	one-time	
G3.B1.S1.MA1	Monitor participation in academies and related competitions	Garnica, Francisco	Competition results	semiannually	
G3.B1.S1.MA1	Observation of instruction in academy related courses	Osborne, Chantal	Participation in competitions	quarterly	
G3.B2.S1.MA1	Observation of classroom instruction	Garnica, Francisco	9/15/2014	Student work	6/5/2015 semiannually

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 Opportuntities

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

G1. We will increase student achievement by improving student accountable talk, student collaborative experiences, increasing rigorous higher order questioning strategies across all content areas.

G1.B1 ELA/Reading - Lack of evidence of student accountable talk.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

ELL/ELA - Provide professional development focused on resources (Class Zone, C-PALMS, Discover Ed) and standards through faculty meetings and common planning sessions.

Facilitator

Martinez, Tennille

Participants

ELA and Reading Department

Schedule

Weekly, from 9/18/2014 to 6/5/2015

G1.B2 Algebra 1 and Geometry - Students have limited opportunities to engage in accountable talk.

G1.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Facilitator

Noel Gray

Participants

APs, Math Coach, and Math Department Chair

Schedule

Monthly, from 9/18/2014 to 6/4/2015

G1.B4 Biology EOC - Lack of effective lesson planning aligned to District Pacing Guides, Items Specifications, Learning Goals, and Course Descriptions.

G1.B4.S1 Continue to implement collaborative structures to routinely plan through horizontal (same content) teams in order to address the course objectives described in the pacing guide and the FLDOE course descriptions.

PD Opportunity 1

Assist in the development of Professional Learning Communities (PLC) to research, discuss, design and implement lessons to increase inquiry based learning.

Facilitator

CSS and department chairperson

Participants

PLC

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**