

UNISIG APPLICATION

28 - Highlands



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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0111	Avon Park Middle School	\$292,220.00	\$0.00	\$292,220.00
0231	Avon Park High School	\$0.00	\$30,000.00	\$30,000.00
		Total LEA Allocation		\$322,220.00

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deliverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

Additional instructional resources were provided at Avon Park Middle School and Avon Park High School. APMS received allocations for a part-time Math Coach, Part-time Science Coach, full time dean/academic coach in addition to the standard middle school allocation of a full time reading coach, full time dean and AVID Coordinator (2 periods). APHS received a full-time allocation for a Gradation Coach in addition to their 3.5 guidance counselor units and part-time AVID Coordinator.

These are the supports that will be provided by district staff throughout the year:

ACADEMIC:

- Professional development for Professional Learning Communities (PLC), Culturally Relevant Teaching (CRT) and Instructional Practices Guide (IPG)
- Walkthroughs with District Staff using IPG and Danielson Rubric
- Weekly site based grade level/subject area meetings in each level 1 subject area. (PLC)
- Subject Area Specialist(s) will make monthly visits to assist with curriculum and instruction in each level 1 subject area.

- All middle school students, excluding advanced students, will have access to the i-Ready online instruction for at least 45 minutes per week for each level 1 subject area.
- Teachers will follow district created curriculum maps (instructional plans) utilizing the adopted curriculums in each level 1 subject area.
- All elementary and middle school students will take the i-Ready Diagnostic three times per year in reading and math.
- All students will participate in progress monitoring and/or common assessments in science, reading, and math.
- Administration will lead data chats with district personnel at least twice per year.
- Each school will create and submit a MTSS plan for reading and/or math.
- Teachers will attend district provided trainings/meetings in their content area.

ATTENDANCE:

- Monthly SARC meetings will be held at each school. Social workers will attend.
- Strategies to address attendance will be included in the school-wide MTSS plan.
- All personnel involved with attendance, including data operators, will attend district training.
- A report on attendance will be provided at the monthly principals' meeting by the district.

DISCIPLINE:

- Monthly MTSS/PBIS meetings will be held at each school. Psychologists will attend.
- Strategies to address discipline will be included in the school-wide MTSS plan.
- Core Calculator Data will be reviewed monthly.
- All personnel involved with discipline will attend district training.
- A report on discipline will be provided at the monthly principals' meeting by the district.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. 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 Executive Leadership Team (ELT), consisting of the Superintendent, Deputy Superintendent, and Assistant Superintendents for Finance, Student Support, Secondary, and Elementary, meets on a weekly basis to identify and share district and school-related issues that need the support and assistance from the district level. This communication structure allows for open dialogue and joint problem solving that provides for the alignment of resources across the district to address priority issues within the district. The collective and comprehensive knowledge among the members of this team affords the sharing of ideas and strategies that can be immediately utilized by the district and schools. The basis for the discussions consistently center around data elements (quantitative) and individual and collective concerns (qualitative) that provide the ELT with the information necessary to best align resources with the need.

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Based on the leadership of the Superintendent, Highlands County has a practice of sun setting, resetting, or implementing the policies and practices that support the advancement

of the district's vision and mission. For example, a recommended change to the Student Progression Plan will include the advancement of students at the high school level from grade to grade until 11th grade rather than holding students at 9th grade because of the promotion requirements that are district developed. The goal is to excel students in a timely manner, provide credit recovery/grade forgiveness options sooner that a student stays on track to promote and graduate on time. The Assistant Superintendents have the primary responsibility to gather information from the parents, students, and staff, make proposed revisions to policy and practices within the structure of the statutory language, inform the Superintendent and School Board; and ultimately, seeking approval for inclusion in the practices of the district.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

The district provides the school with operational flexibility for such issues as staffing, master schedule, school day, school calendar, and budgeting to implement a comprehensive approach to substantially improve student outcomes. School leaders exercise autonomy to align policies and practices with the major reform efforts outlined in the school's turnaround plan. Examples of resource use will reflect enhanced flexibility and align with the major reform efforts outlined in the school's turnaround plan.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

The School Board of Highlands County plans to use AVID Center and Solution Tree to partner with for implementation of the UniSIG Grant Funds. Both organizations have proven powerful strategies that support and implement sustained, substantive school improvement.

Dissemination

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

Both Avon Park Middle School and Avon Park High School are Title 1 Schools. Information will be in companion to the timeline of Title 1 parent communication and will provided in both Spanish and English. Student Progress will follow the 2017–2018 Uniform Statewide Assessment Calendar adopted by SBHC that included student progress monitoring in core content areas 2-3 times per year. Progress Monitoring Plans will go home to parents 3 times a year based upon Progress Monitoring Data for Core Content. In addition, any student that falls into Tier 2 or 3 for MTSS will be monitored in addition to the 2017–2018 Uniform Statewide Assessment Calendar.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

DistrictGrades17.xls
<i>District Data</i>
2017_School_Grades_District_28_2.xlsx
<i>School Data</i>

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data.

Based on the analysis of the data and the focus of the district, it is determined that if less than 80% of ALL students have not demonstrated grade level/subject area proficiency levels the district- and school-level MTSS teams will engage in Tier 1 problem solving for the purpose of improving the effectiveness of core instruction.

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Over the past two years, the district has modified the MTSS process to focus on individual student academic assessments, realignment of instructional resources, and realignment of the professional development focus for the district and schools. To that end, the goals are as follows:

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

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.** Increase the high school "on time" graduation rate to at least 70% at each high school.
- G2.** Implement district-wide training in Professional Learning Community.
- G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.

Strategic Goals Detail

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

G1. Increase the high school "on time" graduation rate to at least 70% at each high school. **1a**

 G092653

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	70.0

Targeted Barriers to Achieving the Goal **3**

- Student requirements for graduation, attendance and discipline

Resources Available to Help Reduce or Eliminate the Barriers **2**

- College coach
- Academic coach
- Students receive academic history and establish plans, schedules, and goals to promote and graduate on time.
- Student Mentors

Plan to Monitor Progress Toward G1. **8**

Each nine weeks, district administration will discuss with school leadership the outcomes of the MTSS process regarding students

Person Responsible

Jessica Thayer

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student grades and credit histories

G2. Implement district-wide training in Professional Learning Community. 1a

G092616

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	10.0

Targeted Barriers to Achieving the Goal 3

- Timely implementation for impact.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Currently trained staff
- Training of district curriculum specialists and school-based administrators/instructional leaders by Solution Tree.
- Training of D School by Solution Tree

Plan to Monitor Progress Toward G2. 8

Implementation of the training

Person Responsible

Anne Lindsay


Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Training of district and school staff and implementation of the process.

G4. Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. **1a**

 G050000

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	ELA Achievement District Assessment	2017-18	49.0

Targeted Barriers to Achieving the Goal **3**

- Knowledge of instructional practices

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Reading Monthly Meetings
- Weekly classroom walk through by district- and school-level instructional leadership using the Instructional Practice Guide with immediate feedback to the teacher
- Departmentalization at the elementary level.

Plan to Monitor Progress Toward G4. **8**

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies.

Person Responsible

Anne Lindsay

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

Plan to Monitor Progress Toward G4. 8

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

Plan to Monitor Progress Toward G4. 8

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

Person Responsible

Anne Lindsay

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iReady data, district progress monitoring assessments, and feedback from district specialists.

Plan to Monitor Progress Toward G4. 8

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

Person Responsible

Jessica Thayer

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iReady data, district progress monitoring assessments, and feedback from district specialists.

Action Plan for Improvement


Problem Solving Key

G = Goal


B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key


G1. Increase the high school "on time" graduation rate to at least 70% at each high school. **1**

 G092653

G1.B1 Student requirements for graduation, attendance and discipline **2**

 B248418

G1.B1.S1 Provide alternative methods for students to advance in coursework so that they promote and graduate on time. **4**

 S261759

Strategy Rationale

Providing alternative routes and paths to graduation

Action Step 1 **5**

District administration will communicate with high school administration and college/academic coaches regarding student advancement

Person Responsible

Jessica Thayer

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Monitoring of student progress, credit histories

G1.B1.S2 Provide students in jeopardy of graduating mentors 4

S265042

Strategy Rationale

Individual checkin and support for each student to build a relationship with a caring individual

Action Step 1 5

Assign Mentors for students that need additional support for graduation

Person Responsible

Kim Riley

Schedule***Evidence of Completion***

Students in jeopardy of graduating will be assigned mentors

Action Step 2 5

Mentor will meet weekly with mentee

Person Responsible

Kim Riley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly mentor forms

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

Mentor notes turned into Mentor Coordinator

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Mentor notes in google drive

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Students will mentors will graduate on time

Person Responsible

Kim Riley

Schedule

On 5/25/2018

Evidence of Completion

Students attendance, grades and graduation requirements

G1.B1.S3 Provide underrepresented male students oppourtunity for mentorship and academic support 4

 S266065

Strategy Rationale

Individual checkin and support for each student to build a relationship with a caring individual

Action Step 1 5

Create a College Bound Guys Program

Person Responsible

Tealy Williams

Schedule

Biweekly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Identify underrepresented male students that need additional support

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

Monitor and Follow student performance

Person Responsible

Tealy Williams

Schedule

Monthly, from 10/1/2017 to 5/25/2018

Evidence of Completion

grades, attendance and discipline

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

Check academic progress of targeted students

Person Responsible

Page Green

Schedule

Monthly, from 10/1/2017 to 5/25/2018

Evidence of Completion

grades, attendance and discipline


G2. Implement district-wide training in Professional Learning Community. 1

 G092616

G2.B1 Timely implementation for impact. 2

 B248297

G2.B1.S1 Repeated follow up with Solution Tree to implement training in a timely manner. 4

 S261636

Strategy Rationale

Learning by Doing

Action Step 1 5

Implementation of training plan.

Person Responsible

Anne Lindsay

Schedule

Every 3 Weeks, from 8/23/2017 to 5/31/2018

Evidence of Completion

Training plan/schedule

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

Work with Admin on implementation of PLC

Person Responsible

Jessica Thayer

Schedule

On 5/20/2018

Evidence of Completion

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

Work with Admin on implementation of PLC

Person Responsible

Anne Lindsay

Schedule

On 5/20/2018

Evidence of Completion

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

Progress Monitoring Data by Content Area

Person Responsible

Anne Lindsay

Schedule

On 5/20/2018

Evidence of Completion

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

Progress Monitoring Data by Content Area

Person Responsible


Jessica Thayer

Schedule

On 5/20/2018

Evidence of Completion

G2.B1.S2 Train and Coach Avon Park Middle School on Professional Learning Communities 4

 S265043

Strategy Rationale

Proper Implementation of PLC will help support curriculum mapping, standards understanding and student achievement

Action Step 1 5

Train and Coach APMS on PLC through Solution Tree

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Coaching Walkthrough

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly monitoring and support of PLC by District Content Specialists

Person Responsible

Jessica Thayer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes from meeting taken by school department head

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

14 on site coaching visits by Solution Tree Staff

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Written Feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student Achievement through statewide assessment and progress monitoring

Person Responsible

Jessica Thayer

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Progress monitoring district data and state data

G4. Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. **1**

 G050000

G4.B3 Knowledge of instructional practices **2**

 B252196

G4.B3.S1 Advancement Via Individual Determination (AVID) Instructional Training **4**

 S266061

Strategy Rationale

Teachers will be provided with research based professional development that aligns instructional strategies to content and standards as well as classroom culture and expectations for students.

Action Step 1 **5**

Provide Professional Development through AVID to Avon Park Middle School Staff and DO Support

Person Responsible

Jessica Thayer

Schedule

Triannually, from 10/1/2017 to 8/31/2018

Evidence of Completion

Integration of instructional strategies into lesson plans and classroom instruction

Plan to Monitor Fidelity of Implementation of G4.B3.S1 **6**

Integration of AVID instructional strategies into lesson plans

Person Responsible

Page Green

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Integration of AVID instructional strategies into lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Integration of AVID instructional strategies into lesson plans

Person Responsible

Page Green

Schedule









Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Integration of AVID instructional strategies into lesson plans

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A1 A351101	Assign Mentors for students that need additional support for graduation	Riley, Kim	8/10/2017	Students in jeopardy of graduating will be assigned mentors	No End Date one-time
G2.B1.S1.MA1 M373927	Progress Monitoring Data by Content Area	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA4 M373928	Progress Monitoring Data by Content Area	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA1 M373925	Work with Admin on implementation of PLC	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA2 M373926	Work with Admin on implementation of PLC	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G1.B1.S2.MA1 M373938	Students will mentors will graduate on time	Riley, Kim	8/10/2017	Students attendance, grades and graduation requirements	5/25/2018 one-time
G1.B1.S2.MA1 M373937	Mentor notes turned into Mentor Coordinator	Riley, Kim	8/10/2017	Mentor notes in google drive	5/25/2018 monthly
G1.B1.S2.A2 A351102	Mentor will meet weekly with mentee	Riley, Kim	8/10/2017	Weekly mentor forms	5/25/2018 weekly
G2.B1.S2.MA1 M373941	Student Achievement through statewide assessment and progress monitoring	Thayer, Jessica	8/10/2017	Progress monitoring district data and state data	5/25/2018 triannually
G2.B1.S2.MA1 M373939	Weekly monitoring and support of PLC by District Content Specialists	Thayer, Jessica	8/10/2017	Minutes from meeting taken by school department head	5/25/2018 weekly
G2.B1.S2.MA2 M373940	14 on site coaching visits by Solution Tree Staff	Thayer, Jessica	11/1/2017	Written Feedback	5/25/2018 biweekly
G2.B1.S2.A1 A351103	Train and Coach APMS on PLC through Solution Tree	Thayer, Jessica	10/1/2017	Coaching Walkthrough	5/25/2018 biweekly
G1.B1.S3.MA1 M376384	Check academic progress of targeted students	Green, Page	10/1/2017	grades, attendance and discipline	5/25/2018 monthly
G1.B1.S3.MA1 M376382	Monitor and Follow student performance	Williams, Tealy	10/1/2017	grades, attendance and discipline	5/25/2018 monthly
G1.B1.S3.A1 A353084	Create a College Bound Guys Program	Williams, Tealy	10/1/2017	Identify underrepresented male students that need additional support	5/25/2018 biweekly
G1.MA1 M366608	Each nine weeks, district administration will discuss with school leadership the outcomes of the...	Thayer, Jessica	9/1/2017	Student grades and credit histories	5/31/2018 quarterly
G2.MA1 M366375	Implementation of the training	Lindsay, Anne	9/1/2017	Training of district and school staff and implementation of the process.	5/31/2018 every-3-weeks
G4.MA1 M098903	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Lindsay, Anne	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA2  M364516	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Thayer, Jessica	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly
G4.MA3  M364621	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Lindsay, Anne	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	5/31/2018 monthly
G4.MA4  M364626	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Thayer, Jessica	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	5/31/2018 monthly
G2.B1.S1.A1  A345172	Implementation of training plan.	Lindsay, Anne	8/23/2017	Training plan/schedule	5/31/2018 every-3-weeks
G1.B1.S1.A1  A345287	District administration will communicate with high school administration and college/ academic...	Thayer, Jessica	9/1/2017	Monitoring of student progress, credit histories	5/31/2018 every-3-weeks
G4.B3.S1.MA1  M376364	Integration of AVID instructional strategies into lesson plans	Green, Page	10/1/2017	Integration of AVID instructional strategies into lesson plans	8/31/2018 weekly
G4.B3.S1.MA1  M376363	Integration of AVID instructional strategies into lesson plans	Green, Page	10/1/2017	Integration of AVID instructional strategies into lesson plans	8/31/2018 weekly
G4.B3.S1.A1  A353074	Provide Professional Development through AVID to Avon Park Middle School Staff and DO Support	Thayer, Jessica	10/1/2017	Integration of instructional strategies into lesson plans and classroom instruction	8/31/2018 triannually

Professional Development

G2. Implement district-wide training in Professional Learning Community.

G2.B1 Timely implementation for impact.

G2.B1.S1 Repeated follow up with Solution Tree to implement training in a timely manner.

PD Opportunity 1

Implementation of training plan.

Facilitator

Debra Hall

Participants

All district and school curriculum leaders, district specialists, and school-based instructional coaches.

Schedule

Every 3 Weeks, from 8/23/2017 to 5/31/2018

G2.B1.S2 Train and Coach Avon Park Middle School on Professional Learning Communities

PD Opportunity 1

Train and Coach APMS on PLC through Solution Tree

Facilitator

Debra Hall

Participants

Avon Park Middle School Staff

Schedule

Biweekly, from 10/1/2017 to 5/25/2018

G4. Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.

G4.B3 Knowledge of instructional practices

G4.B3.S1 Advancement Via Individual Determination (AVID) Instructional Training

PD Opportunity 1

Provide Professional Development through AVID to Avon Park Middle School Staff and DO Support

Facilitator

AVID Center

Participants

Avon Park Middle School Staff and DO Support

Schedule

Triannually, from 10/1/2017 to 8/31/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	District administration will communicate with high school administration and college/academic coaches regarding student advancement				\$0.00
2	G1.B1.S2.A1	Assign Mentors for students that need additional support for graduation				\$0.00
3	G1.B1.S2.A2	Mentor will meet weekly with mentee				\$28,980.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0231 - Avon Park High School	UniSIG	0.5	\$23,400.00
			<i>Notes: Mentor Stipends - 39 Mentors at approximately \$600 for 30 weeks. .5 hours a week, at the teacher's hourly rate</i>			
	5100	220-Social Security	0231 - Avon Park High School	UniSIG		\$1,719.90
			<i>Notes: Social Security for Mentors - 7.65%</i>			
	5100	210-Retirement	0231 - Avon Park High School	UniSIG		\$1,790.10
			<i>Notes: Retirement for Mentors - 7.51%</i>			
	5100	120-Classroom Teachers	0231 - Avon Park High School	UniSIG		\$1,800.00
			<i>Notes: Coordinator - 30 weeks 1.5 hours a week, at the teacher's hourly rate</i>			
	5100	220-Social Security	0231 - Avon Park High School	UniSIG		\$132.30
			<i>Notes: Social Security for Coordinator - 7.65%</i>			
	5100	210-Retirement	0231 - Avon Park High School	UniSIG		\$137.70
			<i>Notes: Retirement for Coordinator - 7.51%</i>			
4	G1.B1.S3.A1	Create a College Bound Guys Program				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0111 - Avon Park Middle School	UniSIG		\$8,000.00
			<i>Notes: College field trips for college bound guys (can included Florida Gulf Coast, South Florida State College, University of Florida, University of Central Florida, Florida Southern, Webber University, South Eastern). Up to 60 guys would be able to attend depending on parent permission.</i>			
5	G2.B1.S1.A1	Implementation of training plan.				\$0.00
6	G2.B1.S2.A1	Train and Coach APMS on PLC through Solution Tree				\$215,401.59

Highlands - UNISIG Application

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$13,000.00
			<i>Notes: Priority Schools Needs Assessment - 2 days onsite PROVIDER - SOLUTION TREE</i>			
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$6,500.00
			<i>Notes: Descriptive Overview of the PLC work and the focus of the work this school year. 1 day onsite OR 1/2 day with leadership and 1/2 day with staff, onsite PROVIDER - SOLUTION TREE</i>			
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$91,000.00
			<i>Notes: Embedded Coaching 10 days onsite PROVIDER - SOLUTION TREE</i>			
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$39,000.00
			<i>Notes: Content-specific professional development - determined by the Needs Assessment 4-days, onsite PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$1,438.20
			<i>Notes: How to Leverage PLCs for School Improvement - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$419.40
			<i>Notes: Concise Answers to FAQ - 20 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$1,258.20
			<i>Notes: Learning by Doing, 3rd Edition - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$866.20
			<i>Notes: School Improvement for All - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	500-Materials and Supplies	0111 - Avon Park Middle School	UniSIG		\$700.00
			<i>Notes: Video Library - 10 licenses PROVIDER - SOLUTION TREE</i>			
	6400	120-Classroom Teachers	0111 - Avon Park Middle School	UniSIG	1.0	\$53,234.43
			<i>Notes: Extended PLC Day for Teachers (26 weeks, 2 hours a week, 28 teachers, teacher's hourly rate)</i>			
	6400	220-Social Security	0111 - Avon Park Middle School	UniSIG		\$3,912.73
			<i>Notes: Extended PLC Day for Teachers - Social Security 7.65%</i>			
	6400	210-Retirement	0111 - Avon Park Middle School	UniSIG		\$4,072.43
			<i>Notes: Extended PLC Day for Teachers - Retirement 7.51%</i>			

7	G4.B3.S1.A1	Provide Professional Development through AVID to Avon Park Middle School Staff and DO Support				\$59,051.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$36,900.00
			<i>Notes: Professional Development - Path training from AVID Center PROVIDER - AVID</i>			
	6400	120-Classroom Teachers	0111 - Avon Park Middle School	UniSIG		\$10,000.00
			<i>Notes: Path Training - 20/hr for 6 hours for 30 people - classroom Summer Institute 0 20/hr for 20 hours for 7 people</i>			
	6400	130-Other Certified Instructional Personnel	0111 - Avon Park Middle School	UniSIG		\$2,400.00
			<i>Notes: 20/hr for 6 hours for 10 people - other classroom</i>			
	6400	220-Social Security	0111 - Avon Park Middle School	UniSIG		\$911.41
			<i>Notes: 7.65%</i>			
	6400	730-Dues and Fees	0111 - Avon Park Middle School	UniSIG		\$5,600.00
			<i>Notes: AVID Summer Institute PROVIDER - AVID 8 Registrations at \$700</i>			
	6400	330-Travel	0111 - Avon Park Middle School	UniSIG		\$3,240.00
			<i>Notes: AVID Summer Institute - 8 participants (hotel, mileage and food)</i>			
Total:						\$322,220.00