

The School Board of Highlands County

Avon Park Middle School



2015-16 School Improvement Plan

Avon Park Middle School

401 S LAKE AVE, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~apm/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To prepare students to be college and career ready through a rigorous curriculum, attainable goals and positive relationship-building strategies.

Provide the school's vision statement

Reaching For Excellence Daily

School Environment

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

One of the goals of the Administration at Avon Park Middle School was to establish a teamwork atmosphere at the school. During pre-week many activities were planned to work collaboratively to plan for the year and have a fun environment. We meet each week with grade levels and subject area to plan lessons, and discuss student data concerns. Additionally, administration recognizes teachers for the accomplishments they have throughout the year. We operate an open door policy where staff members feel comfortable with speaking to us.

Through our Avid program, our teachers understand the importance of establishing a relationship with students that will help foster learning. They spend time during the first weeks of school doing get to you type activities, this is also continued during the year through school wide incentive programs that reward grades and behavior. During the first week of school we schedule grade level meetings where we can introduce the students to staff members and go over school- wide expectations.

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

At the start of the school year, we hold a discipline in-service with all teachers to go over the school procedures and guidelines. They are also given tips on classroom management ideas for establishing relationships with their students. When the students return each grade level attends a assembly where students are introduced to our guidance counselors and front office staff. Our discipline committee developed a set of common classrooms expectations that is posted and used in each classroom. Along with this common expectations is a set of steps that involves the parents being contacted.

There is a zero bullying policy at Avon Park Middle School. Students are closely monitored in common areas on campus as well as their classrooms. Respect for others is promoted in all classrooms by every teacher. A vigilant dean and school resource officer are also implemented. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies; APMS also has a Bully reporting box in a central location where they can report any bullying incidents and they are investigated to ensure the safety of all students.

We employ PBS-based strategies to reward academic and behavioral excellence each nine week period and offer our "Devil Dollars", Devil Pride Cards and individual classroom reward systems to recognize daily behaviors that exceed expectations. The faculty and staff consistently model appropriate interpersonal relationships and we have in place procedures for dealing with inappropriate behavior that are adhered to by all stakeholders. After school, supervision is present outside in hallways, bus ramp, and parent pick-up area to ensure the safety of students and a smooth

transition home. Administrators and other faculty members on within sight at transition times, on the bus ramp and in the parent pick-up area every day for students, parents, and other stakeholders to interact with as needed.

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

Our district has a code of student conduct that outlines consequences for infractions on campus. In addition, we have a school wide plan that provides teachers with a clear expectation of what is to be handled within the classroom and what should be referred to the office. This plan includes parent contacts, silent lunch, writing packets, and other classroom interventions. During the first days of school, we hold grade-level assemblies where the code of conduct is reviewed. To provide students incentives for good behavior we have a positive behavior support committee that plans events each nine weeks. These are in the form of Devil Dollars, Devil Pride Cards and reward parties throughout the year.

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

Avon Park Middle School has two counselors on campus daily that meet with students who are in need of help in life situations. If there are situations that require more intensive services our district has a student services department that can provide additional services based on the need. Highlands County Schools has partnered with Children's Advocacy Center that can provide additional professional counseling and financial resources.

MTSS team meets bi-monthly to discuss students with barriers to academic, behavior, and social success that met early warning criteria that is set by the state.

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 is based on students who miss 5 days of school within a thirty day time frame.

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

MTSS Team meets bi-monthly to discuss students with barriers to academic and social success students that fall into this category.

SARC Committee reviews attendance data on a weekly basis to determine if any attendance interventions are needed.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	10	12	35
One or more suspensions	13	8	6	27
Course failure in ELA or Math	13	15	4	32
Level 1 on statewide assessment	46	52	54	152

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	20	10	43

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

We have the ability to offer a credit recovery classroom to help students make up one or two subjects they failed the previous year. This allows us to move them to the next grade level while recovering the failed courses.

While all students are regularly tracked for academic, attendance, and discipline issues, 2014 legislation requires that APMS administrators, deans and guidance counselors create and maintain a list of students with two or more early warning indicators. Once the list has been compiled, students are carefully monitored by regular checking of these factors. Students will be added to the MTSS monitoring list as needed and tracked on a bi-weekly basis. The interventions will vary depending on the two (or more) indicators. Academic interventions will depend on the need of the student. These interventions will be determined by the MTSS committee, monitored and graphed by the guidance counselor, and evaluated by the team, headed by the school psychologist. Interventions will be adjusted as determined by the MTSS team. Attendance issues will be monitored by the SARC Committee and will follow protocols set forth by county-wide SARC policy. Discipline issues will be managed by the deans and follow the protocols of the student Code of Conduct. All monitoring will involve communication with the family of each student. In addition, APMS offers intensive reading classes, including Achieve 3000 and System 44 for reading students. The majority of our teachers are reading endorsed or certified. Students who have scored L1 or L2 are placed in core content classes with these highly trained teachers. APMS has implemented several school-wide academic and organizational strategies this year that are being assessed using student artifacts to help with academic and organizational growth. APMS is an AVID school and several AVID strategies are being implemented school-wide including documented use of WICOR and Cornell Notes. APMS also implemented school-wide binders that will help keep students more organized and focused on completing given assignments. AVID elective students receive additional tutoring and assistance in academic and organizational areas. After school we offer a 21st century program where students can get some additional academic help. Through Title I funding we also offer tutoring in our Media Center four day a week.

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 available at the school site.

Description

Continue to increase parent involvement with orientation, SAC, parent breakfast, report card pick-up night, curriculum night and any other parent involvement event.

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

Avon Park Middle School has partnered with Avon Park Champions Club, Rotary Club, SAC and PTO to provide students and teachers with support above and beyond what the district provides. These groups help organize fundraisers and teacher recognition programs during the school year. Monthly a newsletter, "Redlines," is sent home with every student in Spanish and English. APMS updates its webpage and outside marquis on a very regular basis. APMS also uses Connect Ed, a calling service that auto-calls all parents on our roster, for whom we have current phone numbers, regarding important upcoming or emergency events. AVID Parent nights are scheduled to occur 5 times during the 15-16 school year. Open House, parent breakfast and Academic Showcases are offered throughout the school year to increase parent awareness and relationships.

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:

Name	Title
Lambert, Seth	Principal
Albritton, Linda	Dean
DeWitt, Jennifer	Instructional Coach
Eures, Katherine	Instructional Coach
Hunter, Rhonda	Teacher, K-12
Roman, Linda	Teacher, K-12
Pollitt, Melinda	Instructional Coach
Pierce, Margaret	Teacher, K-12
Cornell, Jenny	Assistant Principal

Duties

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

The role of the Curriculum Leadership Team is to analyze data and establish goals for the year based on research based strategies.

The principal monitors discipline, attendance and academic progress of all students, leads the CLT, makes research- and data-based suggestions and decisions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students

through frequent formal and informal contact.

The assistant principal helps to monitor discipline, attendance and academic progress of all students, actively participates on the CLT, makes research and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal to assure that practices in building are aligned to student achievement.

The literacy coach (LCRT) and Math Resource Teacher (MRT) support the entire instructional staff and participates actively on CLT. The LCRT and MRT makes research- and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal and assistant principal to assure that practices in building are aligned to student achievement.

The other instructional coaches (writing/AVID science, and discipline/resource) have assigned periods

during which they assist content-area teachers in improving instruction, preparation, and content delivery to students. All instructional coaches are also on the CLT and actively participate in making research- and data-based decisions for their departments and the rest of the faculty.

The Curriculum Leadership Team (CLT) members meet monthly to review, discuss, and problemsolve

curriculum issues. The CLT works collaboratively with administration and the instructional coaches to review current data and determine the direction of upcoming curricula. They represent their department and bring general concerns and questions from their peers to the team meetings. The CLT has established meeting norms that emphasize the need to be both vulnerable and collaborative in order to be the guiding force needed to meet school goals.

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

The Curriculum Leadership Team is responsible for progress monitoring of all students. They meet once per month and discuss data, then information is discussed with grade level or subject area teams. This system

creates a forum for discussion of students that are not showing progress. These students are then referred

to the MTSS team who makes suggestions in strategies to get results and more intensively monitors student

growth (bi-monthly) and administration follows up to ensure that these recommendations are being followed.

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Seth Lambert	Principal
Stacie Free	Parent
Katherine Eures	Teacher
Nicole Barben	Parent
Kathleen Border	Parent
Erin Lozier	Parent
Sharon Avedisian	Parent
Bettye Hart	Teacher
Sheila Carter	Parent
Aletat Oldfield	Parent
Gypsie Ralston	Parent
Amy Guernt	Parent
Thad Penfield	Parent
Jenny Cornell	Teacher

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

The 2014 school improvement plan had a focus on a school wide writing initiative. Based on the results from the 2013-2014 FCAT writing results, APMS had a 9% increase in proficient students. Avon Park Middle School also showed growth in overall learning gains in reading (10%), Lowest quartile Reading (14%) and percent of students satisfactory (2%)

Development of this school improvement plan

In July 2015, our curriculum leadership team met for two days and reviewed student data from the previous year. During a series of data analysis activities we developed a professional development plan for the school year based on Reading, Math, Writing and Science goals. The professional development sessions focused on using WICOR (AVID) strategies that were learned at AVID Summer Institute in which many of our teachers attended. Our team also developed a plan to map the curriculum based on the test item specifications and Florida Standards. We also brought our Math and Language Arts teachers back during the summer in which they reviewed the curriculum maps and unwrapped the standards to help them get a better understanding of the level of rigor they have to provide in their classroom.

At our first School Advisory Council meeting, we showed parents and community members our plan and allowed for discussion and recommendations of changes. Their input was noted in the minutes.

Preparation of the school's annual budget and plan

Administration at APMS was able to develop a budget that will allow us to continue to offer professional development focused on AVID school wide. Administration was able to develop a budget using Title One funds. Administration, along with our academic coaches, budgeted a remediation component and brought in additional para-professionals to assist in our lowest learners classrooms.

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

School Improvement Funds are not available at this time.

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:

Name	Title
Albritton, Linda	Dean
DeWitt, Jennifer	Instructional Coach
Eures, Katherine	Instructional Coach
Hunter, Rhonda	Teacher, K-12
Lambert, Seth	Principal
Pierce, Margaret	Teacher, K-12
Pollitt, Melinda	Instructional Coach
Roman, Linda	Teacher, K-12
Cornell, Jenny	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly to evaluate the literacy needs of Avon Park Middle School, develop intervention strategies and implement these strategies across campus. The LCRT functions as the head of the LLT and implements and organizes the plans of the LLT. The content area teachers were chosen to participate based on their previous interest in literacy as evidenced by their completion of Content Area Reading Professional Development (CAR-PD).

Major initiatives of the LLT:

1. LLT will assist the Language Arts teachers in building their students endurance with silent reading.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
3. Accelerated Reader - Teachers will promote a reading initiative that focuses on individual reading by students on their lexile level with comprehension accuracy as monitored by quizzes.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
5. The LLT will promote and model Literacy Rich Classrooms
6. The LLT will focus on incorporating writing into all disciplines/classrooms. The FSA Writing rubric will be used to guide the instruction.
7. The LLT will support and promote creative literacy awareness activities for Literacy Week
8. LLT will guide teachers through the explicit teaching FSA verbs while they complete a book study called " The Critical Vocabulary of the Common Core"

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

Professional Learning Communities meet each week by either grade level or subject area. The purpose of these meetings are to discuss student achievement and plan instruction to address students needs. Time is also spent on unwrapping the Florida standards in an effort to increase awareness of the skills students need to handle multi stepped problems.

The 2015-2016 school year we were able to add two periods of instructional coaching in our Social Studies department.

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

APMS utilizes advertisement on Highlands County Schools Website. Administration provides support through Red Devil Buddies, frequent classroom visits with teachers to provide additional support. The Curriculum Leadership team provides content area support through bi-weekly professional learning communities. Finally, Academic Coaches provide support through WICOR Walkthroughs, observations, coaching, modeling and curriculum support. Professional Development is provided often individually, in small group settings and whole group based on teacher needs. All professional development at APMS is offered at no cost to teachers.

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

Red Devil Buddies is a program at administration puts into place at APMS to support new teachers. PEC program is for teachers in their first year of teaching. In both programs, teachers are paired by subject area and level of experience.

Red Devil Buddies:

Webley- Eures

Byrd- Seaser

Jalm- Roman

Sutton- Ferguson

Warren- Ailworth

Patterson- Crain

Hinson- Pollitt

Dancer-Reser

Albritton- Manley

Hernandez- Pierce

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

Avon Park Middle School has instructional support coaches for Math, Reading, Writing/AVID, Social Studies and Science. They work collaboratively with the teachers in these subjects to map the curriculum based on the standards and the test item specifications through Professional Learning Communities (PLC). Our district also provides support with content area specialist who provide training and support in the materials that are provided in the adoption and the alignment of curriculum

to the standards. These content area specialist come to our school several times a semester and host professional development and data chats centered around our current student data.

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

APMS provides three levels of support to the student body - intensive, regular, and advanced. For students who score below the proficient level, remediation is provided. Remediation may include intensive classes in reading and math. These classes are typically a block period as opposed to a single period. Students that score at the disfluent level in reading are also placed in an additional single period "remediation" class where teachers work on specific data-based needs of students. Students who score at or above proficiency on state assessments have the opportunity to enroll in advanced-level classes. This school year we had added the Iready computer based program that will provide our teachers more resources to differentiate in the math and reading classrooms. Our intensive and regular students will utilize this program 45 minutes each week. Advanced-level classes typically move at a faster pace and cover standards to a significant depth. Opportunities for increased enhancement are also provided at this level. We continue to grow our AVID program at APMS. This year we added 75 students to the program, each of these students also are also enrolled in at least one advance class.

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: 25,000

21st Century Community Learning Centers (21st CCLC) Grant offers after school services for students. The program is free of charge and provides transportation home for students who qualify. A daily snack is also provided free of charge. The program is designed to improve academic achievement, provide drug/alcohol and violence prevention, enrichment activities, and technology education, and to increase parental involvement.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Albritton, Linda, albrittl@highlands.k12.fl.us

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

For 21st CCLC, Betsy Veith collects data from Performance Matters Math & Science, FAIR data, and data from our Drug/Alcohol/Tobacco Test that we give three times a year, as well as the pre and post tests from Kid's College. She gets all our information from EZ Reports, such as attendance and other reports.

Strategy: Extended School Day

Minutes added to school year: 7,200

After School Tutoring provided by APMS certified teachers in all core subject areas funded through Title I.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lambert, Seth, lamberts@highlands.k12.fl.us

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

Student grades are monitored in Pinnacle Gradebook Viewer based upon student attendance.

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

Incoming sixth graders have two opportunities to become oriented to APMS. First, prospective students come with their current 5th grade class for a visit during school hours. Students attend an assembly on academic, behavioral, and attendance expectations given by administration and guidance. During this time, chorus, band, and orchestra students give brief performances. Fifth grade students then do a campus tour with members of NJHS or student government, visiting classrooms and points of interest.

The second opportunity for students to visit APMS happens in the evening and parent attendance is encouraged. Again, academic, behavioral, and attendance expectations provided in a presentation by administration and guidance during a brief assembly. This is followed by parents and rising sixth graders visiting sixth grade teachers while adhering to a mock schedule. Teachers provide information about individual class expectations and supply lists.

Rising ninth graders have the opportunity to participate in similar activities offered by APHS. In addition, guidance counselors from the high school make several visits to talk about academic opportunities and choices and programs that vary from the norm, such as the IB programme and the Career Academy. Counselors also come to help students design their schedules and answer questions that students may have about high school in general or APHS specifically.

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

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Band, Orchestra, Chorus, Art, AgriScience, or Computer Applications. In addition, 8th grade students are required to take a Career Planning class that focuses on seeking and sustaining

employment. Career Planning also includes the development of a four-year High School Plan. Guidance Counselors work with both students and elective teachers in assisting students in developing their four-year plans. Selected students also have the opportunity to participate in APMS's AVID program. AVID focuses on self-monitoring of self-determined goals. During the 2015-2016 school year, APMS is using SpringBoard, the county-adopted language arts text, which is a rigorous language arts programs that prepares students for the expectations of college and career.

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

CTE programs offered at APMS include: agriculture and technology at every grade level. Core content area teachers regularly infuse real-world connections into academic endeavors. Opportunities for cross-curricular projects are provided at each grade level. In addition, community resources and partnerships such as Junior Achievement, Nursery Growers' Association, and Florida Farm Bureau are all utilized to provide rich, real-world experiences for students. During the 2015-2016 school year we have added a culinary class that will allow students to earn a high school credit. They will be able to start a foundation at the middle school level and then carry this over into the high school culinary program, which will eventually lead to industry certification. Additionally, we have started technology and agriculture programs that will lead to industry certifications.

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

The AVID program we are implementing is designed to support students in college and career readiness. This school year we have added 75 students to this program.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Social Studies teachers will develop and implement curriculum designed to increase EOC proficiency scores from 39% to 44%.
- G2.** Fifty two percent (52%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.
- G3.** Science teachers will increase the level of rigor and student engagement throughout the 2015-2016 School Year to increase the proficient level of Science scores from 27% to 35%.
- G4.** Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).
- G5.** Math and LA teachers will implement WICOR strategies within their content area on a weekly basis to improve reading and math proficiency (Math +5%; Reading +5%).

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. Social Studies teachers will develop and implement curriculum designed to increase EOC proficiency scores from 39% to 44%. 1a

G070191

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	44.0

Resources Available to Support the Goal 2

- iCivics, Florida Justice teaching, C-Palms, Jr. Scholastic, Social Studies coach

Targeted Barriers to Achieving the Goal 3

- Student limited prior knowledge of government.

Plan to Monitor Progress Toward G1. 8

Student grades will be monitored monthly

Person Responsible

Jenny Cornell

Schedule

Monthly, from 10/6/2015 to 5/26/2016

Evidence of Completion

G2. Fifty two percent (52%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment. 1a

G070192

Targets Supported 1b

Indicator	Annual Target
	55.0

Resources Available to Support the Goal 2

- Teachers will attend PLC's bi-weekly. During planning, teachers will discuss student data and writing artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.
- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence based writing
- School-Wide Writing Rubric instruction
- Computer labs available. Students will become familiar with basic computer skills
- Embedded Assessments within Springboard

Targeted Barriers to Achieving the Goal 3

- Student comprehension of complex text Typing abilities of students New teachers to school with limited middle school experience

Plan to Monitor Progress Toward G2. 8

Student Progress Monitoring Data; Classroom and teacher Observations

Person Responsible

Katherine Eures

Schedule

Monthly, from 10/19/2015 to 2/26/2016

Evidence of Completion

Progress Monitoring Data

G3. Science teachers will increase the level of rigor and student engagement throughout the 2015-2016 School Year to increase the proficient level of Science scores from 27% to 35%. 1a

G070193

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Florida Standards, CPalms, APMS Science Coach, Highlands County Science Specialist

Targeted Barriers to Achieving the Goal 3

- Implementation of instructional strategies learned into the classroom

Plan to Monitor Progress Toward G3. 8

Performance Matters Science Baseline Test, Common Grade Level Assessments, Informal/Formal Observations

Person Responsible

Seth Lambert

Schedule

Monthly, from 9/8/2015 to 3/31/2016

Evidence of Completion

Student growth, teacher instructional improvement

G4. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%). 1a

G070194

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
FAA Reading Proficiency	96.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- Professional Development, WICOR Walkthrough Forms, AVID Walkthroughs, AVID Resources (Site Team, Company/Grant Support, Curriculum)

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability

Plan to Monitor Progress Toward G4. 8

Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments

Person Responsible

Katherine Eures

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed

G5. Math and LA teachers will implement WICOR strategies within their content area on a weekly basis to improve reading and math proficiency (Math +5%; Reading +5%). 1a

G070195

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Middle School Performance in EOC and Industry Certifications	95.0

Resources Available to Support the Goal 2

- Florida Standards, CPALMS, Full-time Math and Reading Coach, Professional Learning Communities scheduled weekly i-Ready

Targeted Barriers to Achieving the Goal 3

- Implementing a new computer based program i-Ready.

Plan to Monitor Progress Toward G5. 8

Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments; Curriculum Maps

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/28/2015 to 5/31/2016

Evidence of Completion

Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed

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. Social Studies teachers will develop and implement curriculum designed to increase EOC proficiency scores from 39% to 44%. **1**

 G070191

G1.B1 Student limited prior knowledge of government. **2**

 B182718

G1.B1.S1 Teachers will utilize common planning time to develop lesson plans that incorporate higher order thinking. **4**

 S194476

Strategy Rationale

Students need to be able to associate the governmental process to their everyday lives.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 After School Tutoring provide to students Monday through Thursday in the Media Center 4

 S194479

Strategy Rationale

Action Step 1 5

After School Tutoring provided to APMS students Monday - Thursday weekly

Person Responsible

Jenny Cornell

Schedule

Weekly, from 10/6/2015 to 5/26/2016

Evidence of Completion

Pinnacle Grades

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Student grades will be monitored in Pinnacle Gradebook based upon the student attendance

Person Responsible

Jenny Cornell

Schedule

On 5/26/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

G2. Fifty two percent (52%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment. **1**

 G070192

G2.B1 Student comprehension of complex text Typing abilities of students New teachers to school with limited middle school experience **2**

 B182719

G2.B1.S2 Utilizing the Achieve 3000 program that will contain FSA style questions along with reading passages based on lexile level. **4**

 S194481

Strategy Rationale

Current program does not contain the differentiation needed for the various levels.

Action Step 1 **5**

Program support from the company will be necessary in order to implement the curriculum the correct way.

Person Responsible

Katherine Eures

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Data reviews of student growth at progress monitoring time.

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

Administration will provide feedback to the teachers from informal walk through. We will also spend time reviewing the data reports from the program.

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/11/2015 to 5/31/2016

Evidence of Completion

Student growth reports generated after each assessment period.

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

We will continue to talk with the program support to ensure we are implementing correctly

Person Responsible

Jenny Cornell

Schedule

Monthly, from 9/11/2015 to 5/31/2016


Evidence of Completion

Growth at end of year.

G3. Science teachers will increase the level of rigor and student engagement throughout the 2015-2016 School Year to increase the proficient level of Science scores from 27% to 35%. 1

 G070193

G3.B1 Implementation of instructional strategies learned into the classroom 2

 B182720

G3.B1.S1 APMS Science Coach and SBHC Science Specialist will observe, model, coach, and implement rigorous and engaging instructional practices. 4

 S194482

Strategy Rationale

Student engagement

Action Step 1 5

Science Department will select 5 Wicor strategies that they will use consistently within their classrooms

Person Responsible

Jennifer DeWitt

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Lesson Plan and informal observation

Action Step 2 5

APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.

Person Responsible

Jennifer DeWitt

Schedule

Monthly, from 10/22/2015 to 5/30/2016

Evidence of Completion

Performance Matters progress monitoring, common assessment for each grade level

Action Step 3 5

Bi-Weekly PLC Meetings

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Common Lesson Plans and Assessments

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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

Progress Monitor Student Performance (Performance Matters, Common Assessments)

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 9/28/2015 to 4/8/2016

Evidence of Completion

Common Assessments, Performance Matters Data

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

Bi-Weekly PLC Meetings

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Common Lesson Plans and Assessments

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

Increased level of instructional practices according to Danielson Framework

Person Responsible

Seth Lambert

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Improvement on domains 2 and 3 on informal and formal observations (instructional practices)

G3.B1.S2 Begin to unwrap Science standards and make a comparison to the FCAT style questions 4

 S194483

Strategy Rationale

Teacher knowledge of standards

Action Step 1 5

Teachers will be given release time to compare test item specifications with their standards.

Person Responsible

Jennifer DeWitt

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

More rigor within the daily lessons.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Informal observations and feedback on the level of rigor observed.

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

True north logic informal forms. Lesson plan documentation. Student growth scores from common assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom observation and collaboration among teachers at weekly PLC's

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/9/2015 to 5/31/2016

Evidence of Completion

Classroom observation forms and student growth on common assessments.

G4. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%). 1

G070194

G4.B1 Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability 2

B182721

G4.B1.S1 Based on previous scores and teacher evaluations, determine with WICOR strategies need to be taught with the AVID Site Team and design scheduled professional development (with followup) throughout the year. 4

S194485

Strategy Rationale

Determine what skills teachers are lacking knowledge

Action Step 1 5

Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores

Person Responsible

Seth Lambert

Schedule

Every 6 Weeks, from 9/8/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Information and Formal Observations; WICOR Walkthroughs

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

WICOR Walkthroughs (Instructional Coaching Staff); Informal and Formal Observation (Administration) will be conducted weekly to determine if implementation of WICOR strategies is occurring.

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson Plans, WICOR Walkthroughs, Informal and Formal Observations

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

The strategy will be monitored for effectiveness at reducing or eliminating the barrier through various forms of Progress Monitoring and student success on WICOR strategies

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards

G5. Math and LA teachers will implement WICOR strategies within their content area on a weekly basis to improve reading and math proficiency (Math +5%; Reading +5%). 1

G070195

G5.B1 Implementing a new computer based program i-Ready. 2

B182722

G5.B1.S1 Teachers will be trained on administering diagnostics, personalized online instruction, and tracking student progress through i-Ready. Math and Literacy Coach will provide detailed curriculum support for more in depth lesson planning, training for the use of the program, and curriculum mapping during PLC meetings. 4

S194486

Strategy Rationale

No other meetings or responsibilities will interfere with teacher PLC time; Eliminate distractions during PLC time so that more strategies can be focused on instructional delivery. Data days will be provided to allow teachers to have time away from classroom to focus on reviewing the data from each progress monitoring period.

Action Step 1 5

Math Coach and math teachers will work collaboratively and select Wicor strategies that they will implement in the classroom instruction on a weekly basis. These strategies will be aligned to the unwrapping of standards that was worked on over the summer.

Person Responsible

Melinda Pollitt

Schedule

Weekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Curriculum Map Skeleton lesson plans documentation. Informal observations

Action Step 2 5

ELS Coach will align and the standards to the textbook and calendar so that all standards are covered. Additionally, Reading Coach will review Science and Social Studies maps and pull reading materials that will support the learning taking place in the other content areas.

Person Responsible

Katherine Eures

Schedule

Biweekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Curriculum Map Skeleton

Action Step 3 5

Determine a set time for grade level, content area PLC so that time is uninterrupted.

Person Responsible

Jenny Cornell

Schedule

Biweekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Calendar

Action Step 4 5

Maintain, Create and Implement a Math Agenda for each grade level for PLC's so that time is maximized for teacher collaboration, understanding/sharing of strategies and resources.

Person Responsible

Melinda Pollitt

Schedule

Biweekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Curriculum Map for two weeks at a time will be created in detail at every PLC

Action Step 5 5

Maintain, Create and Implement a ELA Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping

Person Responsible

Katherine Eures

Schedule

Biweekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Curriculum Map for two weeks at a time will be created in detail at every PLC

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Verification of curriculum map through lesson plan turned into evaluation administrator (ELA)

Person Responsible

Jenny Cornell

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

All standard with instructional strategies to implement into the classroom will be evident in the lesson plan

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Verification of curriculum map through lesson plan turned into evaluation administrator (Math)

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

All standard with instructional strategies to implement into the classroom will be evident in the lesson plan

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - MATH

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards.
Completed Math Curriculum Maps

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - ELA

Person Responsible

Jenny Cornell

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards.
Completed ELA Curriculum Maps

G5.B1.S2 After School Tutoring provided to APMS students Monday - Thursday weekly by certified teachers **4**

 S194487

Strategy Rationale

Increase student knowledge and understanding of content

Action Step 1 **5**

After School Tutoring provided to APMS students Monday - Thursday weekly by certified teachers

Person Responsible

Schedule

Weekly, from 10/6/2015 to 5/26/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 **6**

After school tutoring will be provided to students by certified teachers

Person Responsible

Jenny Cornell

Schedule

Weekly, from 10/6/2015 to 5/26/2016

Evidence of Completion

Sign in sheets will be provided and collected to document student attendance

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 **7**

Student grades will be monitored in Pinnacle Gradebook Viewer based on student attendance

Person Responsible

Jenny Cornell

Schedule

On 5/26/2016

Evidence of Completion

G5.B1.S3 SFSC students will provide weekly tutoring through the AVID classes **4**

 S194488

Strategy Rationale

Increase student knowledge and understanding of content

Action Step 1 **5**

Tutoring provided for AVID students

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/15/2015 to 4/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3 **6**

Sign in sheets and time cards are required

Person Responsible

Seth Lambert

Schedule

Weekly, from 9/15/2015 to 4/8/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 **7**

Students grades are monitored using Pinnacle Gradebook Viewer

Person Responsible

Seth Lambert

Schedule

Biweekly, from 10/5/2015 to 4/8/2016

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	[no content entered]			one-time	
G1.B1.S4.A1	After School Tutoring provided to APMS students Monday - Thursday weekly	Cornell, Jenny	10/6/2015	Pinnacle Grades	5/26/2016 weekly
G2.B1.S2.A1	Program support from the company will be necessary in order to implement the curriculum the correct way.	Eures, Katherine	9/8/2015	Data reviews of student growth at progress monitoring time.	5/31/2016 biweekly
G3.B1.S1.A1	Science Department will select 5 Wicor strategies that they will use consistently within their classrooms	DeWitt, Jennifer	9/2/2015	Lesson Plan and informal observation	5/31/2016 weekly
G3.B1.S2.A1	Teachers will be given release time to compare test item specifications with their standards.	DeWitt, Jennifer	9/8/2015	More rigor within the daily lessons.	4/29/2016 monthly
G4.B1.S1.A1	Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores	Lambert, Seth	9/8/2015	Lesson Plans, Information and Formal Observations; WICOR Walkthroughs	5/31/2016 every-6-weeks
G5.B1.S1.A1	Math Coach and math teachers will work collaboratively and select Wicor strategies that they will implement in the classroom instruction on a weekly basis. These strategies will be aligned to the unwrapping of standards that was worked on over the summer.	Pollitt, Melinda	8/19/2015	Curriculum Map Skeleton lesson plans documentation. Informal observations	5/31/2016 weekly
G5.B1.S2.A1	After School Tutoring provided to APMS students Monday - Thursday weekly by certified teachers		10/6/2015		5/26/2016 weekly
G5.B1.S3.A1	Tutoring provided for AVID students	Lambert, Seth	9/15/2015		4/8/2016 weekly
G3.B1.S1.A2	APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.	DeWitt, Jennifer	10/22/2015	Performance Matters progress monitoring, common assessment for each grade level	5/30/2016 monthly
G5.B1.S1.A2	ELS Coach will align and the standards to the textbook and calendar so that all standards are covered. Additionally, Reading Coach will review Science and Social Studies maps and pull reading materials that will support the learning taking place in the other content areas.	Eures, Katherine	8/19/2015	Curriculum Map Skeleton	5/31/2016 biweekly
G3.B1.S1.A3	Bi-Weekly PLC Meetings	DeWitt, Jennifer	9/1/2015	Common Lesson Plans and Assessments	5/27/2016 biweekly
G5.B1.S1.A3	Determine a set time for grade level, content area PLC so that time is uninterrupted.	Cornell, Jenny	8/19/2015	Calendar	5/31/2016 biweekly
G3.B1.S1.A4	[no content entered]			one-time	
G5.B1.S1.A4	Maintain, Create and Implement a Math Agenda for each grade level for PLC's so that time is maximized for teacher collaboration, understanding/ sharing of strategies and resources.	Pollitt, Melinda	8/19/2015	Curriculum Map for two weeks at a time will be created in detail at every PLC	5/31/2016 biweekly
G5.B1.S1.A5	Maintain, Create and Implement a ELA Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping	Eures, Katherine	8/19/2015	Curriculum Map for two weeks at a time will be created in detail at every PLC	5/31/2016 biweekly

Highlands - 0111 - Avon Park Middle School - 2015-16 SIP
Avon Park Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Student grades will be monitored monthly	Cornell, Jenny	10/6/2015		5/26/2016 monthly
G1.B1.S4.MA1	[no content entered]			one-time	
G1.B1.S4.MA1	Student grades will be monitored in Pinnacle Gradebook based upon the student attendance	Cornell, Jenny	10/6/2015		5/26/2016 one-time
G2.MA1	Student Progress Monitoring Data; Classroom and teacher Observations	Eures, Katherine	10/19/2015	Progress Monitoring Data	2/26/2016 monthly
G2.B1.S2.MA1	We will continue to talk with the program support to ensure we are implementing correctly	Cornell, Jenny	9/11/2015	Growth at end of year.	5/31/2016 monthly
G2.B1.S2.MA1	Administration will provide feedback to the teachers from informal walk thorough. We will also spend time reviewing the data reports from the program.	Lambert, Seth	9/11/2015	Student growth reports generated after each assessment period.	5/31/2016 weekly
G3.MA1	Performance Matters Science Baseline Test, Common Grade Level Assessments, Informal/Formal Observations	Lambert, Seth	9/8/2015	Student growth, teacher instructional improvment	3/31/2016 monthly
G3.B1.S1.MA1	Increased level of instructional practices according to Danielson Framework	Lambert, Seth	9/8/2015	Improvement on domains 2 and 3 on informal and formal observations (instructional practices)	6/1/2016 monthly
G3.B1.S1.MA1	Progress Monitor Student Performance (Performance Matters, Common Assessments)	DeWitt, Jennifer	9/28/2015	Common Assessments, Performance Matters Data	4/8/2016 biweekly
G3.B1.S1.MA3	Bi-Weekly PLC Meetings	DeWitt, Jennifer	9/2/2015	Common Lesson Plans and Assessments	5/31/2016 biweekly
G3.B1.S2.MA1	Classroom observation and collaboration among teachers at weekly PLC's	Lambert, Seth	9/9/2015	Classroom observation forms and student growth on common assessments.	5/31/2016 weekly
G3.B1.S2.MA1	Informal observations and feedback on the level of rigor observed.	Lambert, Seth	9/8/2015	True north logic informal forms. Lesson plan documentation. Student growth scores from common assessments.	5/31/2016 weekly
G4.MA1	Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments	Eures, Katherine	9/1/2015	Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed	5/31/2016 weekly
G4.B1.S1.MA1	The strategy will be monitored for effectiveness at reducing or eliminating the barrier through various forms of Progress Monitoring and student success on WICOR strategies	Lambert, Seth	9/2/2015	Progress Monitoring student scores and understanding based on the Florida Standards	5/31/2016 weekly
G4.B1.S1.MA1	WICOR Walkthroughs (Instructional Coaching Staff); Informal and Formal Observation (Administration) will be conducted weekly to determine if implementation of WICOR strategies is occurring.	Lambert, Seth	9/1/2015	Lesson Plans, WICOR Walkthroughs, Information and Formal Observations	6/1/2016 weekly
G5.MA1	Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments; Curriculum Maps	Lambert, Seth	8/28/2015	Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed	5/31/2016 biweekly
G5.B1.S1.MA1	Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - MATH	Lambert, Seth	8/31/2015	Progress Monitoring student scores and understanding based on the Florida Standards. Completed Math Curriculum Maps	5/31/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA4	Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - ELA	Cornell, Jenny	8/10/2015	Progress Monitoring student scores and understanding based on the Florida Standards. Completed ELA Curriculum Maps	5/31/2016 biweekly
G5.B1.S1.MA1	Verification of curriculum map through lesson plan turned into evaluation administrator (ELA)	Cornell, Jenny	8/10/2015	All standard with instructional strategies to implement into the classroom will be evident in the lesson plan	5/31/2016 biweekly
G5.B1.S1.MA2	Verification of curriculum map through lesson plan turned into evaluation administrator (Math)	Lambert, Seth	8/10/2015	All standard with instructional strategies to implement into the classroom will be evident in the lesson plan	5/31/2016 biweekly
G5.B1.S2.MA1	Student grades will be monitored in Pinnacle Gradebook Viewer based on student attendance	Cornell, Jenny	10/6/2015		5/26/2016 one-time
G5.B1.S2.MA1	After school tutoring will be provided to students by certified teachers	Cornell, Jenny	10/6/2015	Sign in sheets will be provided and collected to document student attendance	5/26/2016 weekly
G5.B1.S3.MA1	Students grades are monitored using Pinnacle Gradebook Viewer	Lambert, Seth	10/5/2015		4/8/2016 biweekly
G5.B1.S3.MA1	Sign in sheets and time cards are required	Lambert, Seth	9/15/2015		4/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Fifty two percent (52%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.

G2.B1 Student comprehension of complex text Typing abilities of students New teachers to school with limited middle school experience

G2.B1.S2 Utilizing the Achieve 3000 program that will contain FSA style questions along with reading passages based on lexile level.

PD Opportunity 1

Program support from the company will be necessary in order to implement the curriculum the correct way.

Facilitator

Katherine Eures Tina Starling

Participants

Language Arts teachers

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

G3. Science teachers will increase the level of rigor and student engagement throughout the 2015-2016 School Year to increase the proficient level of Science scores from 27% to 35%.

G3.B1 Implementation of instructional strategies learned into the classroom

G3.B1.S1 APMS Science Coach and SBHC Science Specialist will observe, model, coach, and implement rigorous and engaging instructional practices.

PD Opportunity 1

APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.

Facilitator

Jenn DeWitt, Cathy Hardesty

Participants

APMS Science Teachers

Schedule

Monthly, from 10/22/2015 to 5/30/2016

G4. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).

G4.B1 Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability

G4.B1.S1 Based on previous scores and teacher evaluations, determine with WICOR strategies need to be taught with the AVID Site Team and design scheduled professional development (with followup) throughout the year.

PD Opportunity 1

Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores

Facilitator

Curriculum Leadership Team; Instructional Coaching Staff; AVID Site Team

Participants

All Teachers

Schedule

Every 6 Weeks, from 9/8/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1					\$0.00
2	G1.B1.S4.A1	After School Tutoring provided to APMS students Monday - Thursday weekly				\$0.00
3	G2.B1.S2.A1	Program support from the company will be necessary in order to implement the curriculum the correct way.				\$0.00
4	G3.B1.S1.A1	Science Department will select 5 Wicor strategies that they will use consistently within their classrooms				\$0.00
5	G3.B1.S1.A2	APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Avon Park Middle School			\$0.00
			0111 - Avon Park Middle School	SIG 1003(a)		\$0.00
6	G3.B1.S1.A3	Bi-Weekly PLC Meetings				\$0.00
7	G3.B1.S1.A4					\$0.00
8	G3.B1.S2.A1	Teachers will be given release time to compare test item specifications with their standards.				\$0.00
9	G4.B1.S1.A1	Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores				\$6,477.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Avon Park Middle School	Other		\$6,477.50
			<i>Notes: AVID Grant</i>			
10	G5.B1.S1.A1	Math Coach and math teachers will work collaboratively and select Wicor strategies that they will implement in the classroom instruction on a weekly basis. These strategies will be aligned to the unwrapping of standards that was worked on over the summer.				\$0.00
11	G5.B1.S1.A2	ELS Coach will align and the standards to the textbook and calendar so that all standards are covered. Additionally, Reading Coach will review Science and Social Studies maps and pull reading materials that will support the learning taking place in the other content areas.				\$0.00

Budget Data						
12	G5.B1.S1.A3	Determine a set time for grade level, content area PLC so that time is uninterrupted.				\$0.00
13	G5.B1.S1.A4	Maintain, Create and Implement a Math Agenda for each grade level for PLC's so that time is maximized for teacher collaboration, understanding/sharing of strategies and resources.				\$0.00
14	G5.B1.S1.A5	Maintain, Create and Implement a ELA Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping				\$0.00
15	G5.B1.S2.A1	After School Tutoring provided to APMS students Monday - Thursday weekly by certified teachers				\$0.00
16	G5.B1.S3.A1	Tutoring provided for AVID students				\$3,618.75
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Avon Park Middle School	Other		\$3,618.75
			<i>Notes: AVID - Other Support Salary</i>			
					Total:	\$10,096.25