

Martin County School District

Dr. David L. Anderson Middle School



2016-17 Schoolwide Improvement Plan

Dr. David L. Anderson Middle School

7000 SE ATLANTIC RIDGE DR, Stuart, FL 34997

martinschools.org/o/ddlam

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**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 was approved by the Martin County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. David L. Anderson Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Dr. David L. Anderson Middle School, in partnership with family and community, is to equip students with the problem solving skills and knowledge necessary to become responsible and productive citizens through collaborative, authentic and engaging learning experiences that go beyond the traditional approach of learning in an orderly, trusting, positive, caring, and safe environment.

b. Provide the school's vision statement.

Where learning has no boundaries and realizing our potential for success is limitless.

2. School Environment

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

The school has fostered an environment that respects various cultures by implementing a "Heritage Club". This voluntary club allows an opportunity for all members to share the unique features of their individual backgrounds. A school-wide activity includes a parent night, where community members are invited to participate in a social event that highlights the differences in various cultures. These events help create and foster open lines of communication between families, the community and the school.

In addition, the school participates in various cultural awareness activities such as "Black History Month", "Hispanic Heritage", and "Cultural Awareness".

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

Students are made aware of the school-wide expectations for behavior, including the anti-bullying policy which was explained by the administrators in each class and is posted on the school website.

Before, during and after school hours, school personnel including administrators, teachers, staff and school resource officer, monitor the campus to ensure student safety. Students are encouraged to complete incident reports if they witness an incident or feel uncomfortable. The campus is secured by a single point of entry.

In addition, AMS encourages positive and safe behaviors by rewarding students with "Stallion Dollars" through the PBIS program. Students are reminded of the desired behaviors by the acronym "AMS": Achieve success, Make responsible choices and Stay safe.

c. 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.

All students and parents were given a Policy Awareness overview that explained the guidelines and expectations at the school. All teachers received professional development on the school-wide

policies and how to implement an effective discipline plan.

Anderson Middle School has an active Positive Behavioral Intervention and Support (PBIS) program. The PBIS team provides clear and concise expectations for student behavior. Included in the program are rewards for positive behavior (Stallion Dollars) and consequences for inappropriate behavior. The PBIS team promotes and encourages appropriate behaviors so that the school's learning environment can function effectively.

d. 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.

The school has implemented a mentoring program that matches students with an adult mentor on the campus. These mentors are guided by a handbook that provides a structure for the mentorship which includes setting and tracking goals with the student, monitoring grades and behaviors, encouraging participation at school events including tutoring, and celebrating student successes. Two full time guidance counselors provide pupil services (clothing drives, food drives, emergency response needs) which is also supported by the district. The counselors are available to counsel individual students or small student groups concerning personal, social or academic concerns. In addition, counseling services are offered on a referral basis to an outside agency which provides services at the school site.

3. Early Warning Systems

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

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

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- * A retention year in elementary school

Each of the Early Warning System indicators is reviewed by the MTSS Leadership team. Students requiring academic intervention will be offered services through after-school tutoring, which is offered for both Reading and Math. In addition, a math club is offered to provide students with a teacher-supported environment to receive additional help with mathematics . LEAPS is also available after school for tutoring in the four major core areas. Students who were recognized at the end of the year for tier 2 and tier 3 level in math were given a critical thinking class to help with problem solving strategies, math skills, organizational strategies and A student support center is also provided as an intervention for both behavioral and academic needs.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	14	35	23	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	2	3	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	5	4	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	130	120	130	0	0	0	0	380
Elementary Retention	0	0	0	0	0	0	46	49	2	0	0	0	0	97

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	8	18	15	0	0	0	0	41

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

The MTSS Leadership Team will actively monitor students who are identified through the Early Warning System. This will include data from the RTIB database as well as academic-based referrals from teachers.

Student data is analyzed to reveal the identification of those students who need interventions and additional support. Once students are identified, strategies are identified and implemented to support student achievement.

All students who scored a level one on the 2015 FSA Reading Test, and who are identified as being disfluent are enrolled in an Intensive Reading Class in addition to a block of English Language Arts. Students who scored a level one on the 2015 FSA Mathematics test are placed in a double blocked math class which provides for 90 minutes of math instruction daily. Additionally, student in grade 6 and 7 who scored just short of a three in the FSA Mathematics Test are placed in a class of Critical Thinking along with their standard math class to move them to proficiency with their thinking of the mathematical processes .

After school academic interventions including the Math Club and LEAPS Tutoring are also offered to support students.

Attendance is encouraged through phone calls to all parents by the principal using the Parent Link phone system. Parents of students who exhibit patterns of non-attendance are contacted by phone, email and conferences to help encourage regular attendance.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315103>.

2. Description

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

2. 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.

The school has an active Parent Teacher Student Association (PTSA) that incorporates members of the community and local businesses that help support the school. Events include participation in Family Nights and Open House. The School Advisory Council (SAC) is comprised of local business member and parents/community members and staff who work together to allocate the school improvements funds to support student needs.

Increase Communication:

- + Add messages to the message boards at Parent-Pickup Loop
- + Use a parent mini-resource center at school to help ELL parents
- + Continually increase community partnerships with local business
- + Fierce learning postcards to recognize student work, progress, and achievements go out quarterly

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Milton, Vicki	Assistant Principal
Boyar, Allison	School Counselor
Piasecki, Michelle	Instructional Coach
Craft, Lisa	Teacher, K-12
McMurry, Diane	Instructional Coach
Blum, Sibley	Instructional Media
Flanagan, Joe	Assistant Principal
Aitken, Tim	Principal
Jones, Kalie	Instructional Coach
Featherstone, Ginger	Other
Davis, Kim	Teacher, K-12
Nelson, Heather	Teacher, K-12
Register, Kristen	Teacher, K-12
Belvin, Tonya	Instructional Coach

b. Duties

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

The school’s Guiding Coalition Team is comprised of 14 members: 3 school administrators, 4 teacher leaders, 1 guidance counselor, 1 district representative, 4 coaches, and 1 media specialist. The focus of the team is student achievement, instructional practices, and professional development. The team meets bi-weekly and uses classroom visit data to drive our instructional decisions.

The Guiding Coalition team will be instructionally focused with reoccurring classrooms visits that will generate FASTER (Flexible grouping, Aligned to Standards, Engagement, Rigor) data. This data will drive the decisions of the school specific to PD, the direction of CLTs, deliberate planning, etc.

2. 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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team

meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly,

problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Talia VanHooser	Parent
Kristi Austhof	Parent
Craig Quarles	Business/Community
Jennifer Duty	Teacher
Donna Richardson	Teacher
Jessica Roman	Teacher
Karen Jankens	Parent
Holly Johnson	Parent
Roxanne Gary	Teacher
William Jankens	Student
Tim Aitken	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-16 School Improvement Plan was submitted to the SAC for review and reflection. No feedback from the last meeting regarding the SIP, so the question was whether want to vote now or have another option to re-look. All Members had one month revisit the plan which was posted to the web site. No discussion where posed. Mrs.Fredericks motions to approve the plan. At the beginning of the 2016-2017 school year the discussion has had and announced at Sac that the addition of the Civics goal would be added to the SIP. The PIP was been reviewed the the addition even at the Parent Resource Center added.

b. Development of this school improvement plan

To develop the school improvement plan, all stakeholders were given the opportunity to review the existing plan. Through the Leadership Team, all teachers were asked for input in creating the new goals. Previous year school performance was the main driver of establishing the goals for this year. The School Improvement plan was presented in draft format to the SAC committee. The committee had the opportunity to ask questions and add input to the plan prior to voting on the plan.

c. Preparation of the school's annual budget and plan

The SAC uses the school's annual budget to address student achievement needs. The committee uses data to purchase resources and support professional development for teachers to impact all students.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members. The funds were saved until data was available to prove the computer software that was purchased impacted student achievement.

The following items were approved and funded through SAC in 2015-2016:

PLC Conference -\$5200.00

I Can Learn Program- \$12000.00

Lab Supplies- \$1245.91

\$300.00 for funding substitute teachers to allow teachers of record to administer state tests.

No other funds were allocated or spent.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McMurry, Diane	Instructional Coach
Piasecki, Michelle	Instructional Coach
Aitken, Tim	Principal
Flanagan, Joe	Assistant Principal
Craft, Lisa	Teacher, K-12
Blum, Sibley	Instructional Media
Milton, Vicki	Assistant Principal
Davis, Kim	Teacher, K-12
Nelson, Heather	Teacher, K-12
Belvin, Tonya	Instructional Coach
Register, Kristen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team is comprised of members of the School's Guiding Coalition. This group focuses on literacy initiatives that impact all students. The LLT will focus on providing specific strategies that are proven to have high student impact. The AMS writing plan includes a grade-wide instructional component for the use of ACE format which is taught through all 6th grade ELA classes. ACE is used throughout the school and is encouraged through the use of ACE posters and Sentence Starters which are provided to all teachers. The LLT will encourage cross-curricular planning to both increase the use of literacy strategies in the content area as well as use content-based materials in ELA classes. Our science/social studies Literacy Coach received extensive professional development with the use of Document-Based Questioning (DBQ) and this will further reinforce the use of literacy skills in the social science classes. Additionally, ELA critical thinking elective classes will use the R5 program which encourages and provides structure for independent reading. AMS has two full-time Literacy Coaches and one full-time Math Coach. These instructional coaches will work closely with all teachers at the school to provide strategies to reinforce literacy in all content areas.

D. Public and Collaborative Teaching

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

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

With the implementation of the professional calendar, teachers have designated time to meet in their collaborative learning teams at least three times a week and are asked to observe one another four times every two months. This schedule enables teachers to collaborate and work together in all stages of the PLC process.

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

Anderson Middle School offers support and training to all teachers new to the school through its New Teacher Academy and on-going professional development opportunities. On-campus teacher mentors also are provided for those new teachers and encouraged to meet with them regularly. In addition, there

are teacher leadership opportunities in a variety of capacities that encourage a positive and professional atmosphere.

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

Each teacher new to Anderson Middle School is assigned a veteran teacher, preferably a teacher in their collaborative learning team, to serve as their mentor for the year. Those mentors sometimes attend New Teacher Academy sessions to offer support and advice and ideas to those new teachers as they grapple with strategies and understanding the intricacies of Marzano.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school's staff and administration consistently work to follow the PLC process, which starts with the standards, and the direction is to design Common Formative Assessments that assess the standard to assure students have learned material at the rigor of the standard. All teachers work to structure their lesson around the Florida Standards, and this is evidenced in the lesson plans that teachers submit. Teachers have been provided with their course code and encouraged to review the course description and the related standards for each course.

b. Instructional Strategies

1. 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.

Teachers create and implement common formative assessments and analyze the data from those assessments to determine flexible grouping. Teachers also analyze progress monitoring data from the district-provided tests to determine standards that need to be re-taught. Teachers design targeted instruction to meet the needs of students and ensure that they meet the standard. Teachers also have pulled small groups to reteach standards that the group has not mastered, which is demonstrated from the data collected.

2. 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: After School Program

Minutes added to school year: 1,800

Math Club

Strategy Rationale

Many students lack support at home to complete math assignments; the Math Club provides students with a productive environment monitored by the teacher to for check for student understanding and provide individualized assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Heather, nelsonh@martin.k12.fl.us

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

Student attendance, grade and promotion rates along with formative assessments (Progress Monitoring, benchmark, FSA, EOC) are used to monitor students progress.

Strategy: After School Program

Minutes added to school year: 5,040

Tutoring program using diagnostic software that individualizes instruction

Strategy Rationale

Students were invited to attend tutoring based on their State Assessment proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student attendance, grade and promotion rates along with formative assessments (benchmark, EOC, FSA) are used to monitor students progress.Using the diagnostic data obtain through the program the tutor can share this information with the ELA and Mathematics teacher.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

AMS implements several strategies to support our incoming and outgoing cohorts in transition from one level to another. In order to assist our rising 5th graders transition from elementary to middle

school, the Principal, guidance counselor, and three student one each grade level (6th, 7th, and 8th) arrange an assembly for our feeder schools. The assembly orients our incoming 5th graders with what to expect during their upcoming transition. Our students present their experiences and how they adjusted to the transition. Expectations, schedules, sports, clubs, and dress code are presented. The 5th graders are also given an opportunity to ask any questions they may have. This assembly takes place prior to our 6th grade Orientation and it is an excellent venue to promote the value in attending. At 6th grade Orientation incoming 6th grade students and parents are invited to come to AMS and see our campus. A presentation is provided regarding important items to assist with the transition. Additionally, booths are set up showcasing our clubs, activities, and sports along with sign-up sheets for any interested students. The band, twirlers, and cheerleaders perform during Orientation as well. Lastly, incoming 6th grade students are provided with a “pre-school” day, the day prior to the regular start of school. This day is for solely these students without the presence of the 7th and 8th grade students and allows for them to get their schedule, meet their teachers, and familiarize themselves with the campus.

All students (6th, 7th, and 8th) are given the opportunity to meet with their respective guidance counselor at any time regarding their schedule and given assistance with elective choices from year to year.

Students in 8th grade are invited to attend presentations that occur both on and off campus regarding opportunities in high school. Local high schools come to AMS to showcase their signature programs (International Baccalaureate, Advanced Placement, Academies, and ROTC) to all interested students. Each year one of our local high school hosts a “Career Showcase” in which families are invited to attend and given the opportunity to learn more about what each high school offers. Lastly, high school guidance counselors come to AMS to assist with registering their incoming 9th graders, as well as, answer any questions they may have.

b. College and Career Readiness

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

AMS provides students with college and career awareness through our current academic electives; our computers electives introduce them to possibilities in the field of Information Technology and Digital Design. Our medical elective familiarizes them to employment in the fields of health sciences, additionally students who remain in the medical classes all of middle school earn a high school credit in 8th grade. All students are encouraged to attend the district’s “Career Awareness” showcase in which all of the local school’s career programs are displayed for families to visit and learn about what each school has to offer in terms of vocational opportunities available to them. All 8th graders participate in the “Career Pathways”

Program which is curriculum designed to provide students with steps to take to build a successful pathway in high school and college.

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

At AMS students are given the opportunity to take either Information Technology or Introduction to Health Sciences, both courses are identified as career and technical education programs. The Health Science elective allows students to earn a high school credit in 8th grade. The Information Technology is an industry certified elective and allows students to receive a digital toolkit certificate.

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

AMS integrates career and technical education with academic courses by allowing students to choose electives that they are interested in. Students are given the opportunity to select either one or both of our career technical education electives, health sciences or informational technology.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** 67% or higher, will show proficiency on the Civics EOC.
- G2.** All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.
- G3.** Increase the number of students scoring at the proficient level on the Science FCAT by 10%.
- G4.** 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles.
- G5.** Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.
- G6.** 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the ICT Multimedia Essentials Digital Tool Certificate.
- G7.** Increase the percentage of students scoring proficient on the FSA math by 10% .
- G8.** Increase the percentage of students scoring proficient on the FSA reading by 10%.
- G9.** Increase the percentage of students scoring proficient on the FSA writing by 10%.
- G10.** 100% of all students taking a high school math class will earn a 3 or higher on the End-of-Course exam.

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. 67% or higher, will show proficiency on the Civics EOC. 1a

G087200

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- ELL, Non Speakers learning specific vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELL para's strategically placed in specific classrooms

Plan to Monitor Progress Toward G1. 8

CFA, PMT's, exit slips, quiz, test and projects

Person Responsible

Kristen Register

Schedule

Monthly, from 9/19/2016 to 5/22/2017

Evidence of Completion

CFA, PMT's, exit slips, quiz, test and projects

G2. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.

1a

G087201

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	90.0

Targeted Barriers to Achieving the Goal 3

- Fidelity to the model

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduled Collaborative Team time
- Ability to plan vertically and horizontally

Plan to Monitor Progress Toward G2. 8

We are monitoring attendance

Person Responsible

Joe Flanagan

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Minutes, agendas, Data forms, CFA's (Eventually in FOCUS) sign-in sheets

G3. Increase the number of students scoring at the proficient level on the Science FCAT by 10%. 1a

G087202

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

Targeted Barriers to Achieving the Goal 3

- Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative planning, Brain POP software, computer carts, training from district personnel, STEM Scopes

Plan to Monitor Progress Toward G3. 8

Implementation of inquiry based lessons based off data demonstrated through labs.

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/25/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, student grade, state test scores

G4. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles. 1a

G087203

Targets Supported 1b

Indicator	Annual Target
Teacher attendance rate	100.0

Targeted Barriers to Achieving the Goal 3

- Resistance to change

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data driven research

Plan to Monitor Progress Toward G4. 8

Review sign-in sheets; have make-up sessions available for absent instructional staff

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Sign in sheets

G5. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. 1a

G087204

Targets Supported 1b

Indicator	Annual Target
Reading Endorsed	20.0

Targeted Barriers to Achieving the Goal 3

- Each class requires a commitment of 60 hours of inservice training

Resources Available to Help Reduce or Eliminate the Barriers 2

- District offered Reading Endorsement Class

Plan to Monitor Progress Toward G5. 8

Teacher enrollment and completion is tracked

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/26/2016 to 5/22/2017

Evidence of Completion

A spreadsheet that details which courses teachers have completed and what is still needed.

G6. 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the ICT Multimedia Essentials Digital Tool Certificate. 1a

G087205

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Funding for the on-line curriculum and for the students to take the exam
- Scheduling and seats available to take prerequisite classes

Resources Available to Help Reduce or Eliminate the Barriers 2

- On-line class that support the curriculum for the certification test. Practice exams

Plan to Monitor Progress Toward G6. 8

Students are enrolled in the new classes that are offered as a result of hiring a new teacher

Person Responsible

Tim Aitken

Schedule

Annually, from 8/24/2016 to 5/27/2017

Evidence of Completion

Students who require the course as a pre-requisite will be enrolled in the new course offering.

G7. Increase the percentage of students scoring proficient on the FSA math by 10% . 1a

G087206

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0

Targeted Barriers to Achieving the Goal 3

- Students' opportunities to real world math
- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Opportunities for inquiry learning including the Florida Standards for math on district website. These include academic vocabulary, essential question, big ideas, and specific goals an scales. Other resources include support teachers, math coach, manipulative, common planning, I can Learn, after school tutoring, and ELL paraprofessional

Plan to Monitor Progress Toward G7. 8

Common Formative Assessments, Grades and Performance tasks

Person Responsible

Tonya Belvin

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Data will demonstrate learning gains, lesson plans will demonstrate rigor

G8. Increase the percentage of students scoring proficient on the FSA reading by 10%. 1a

G087207

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff needs different levels of support to differentiate instruction.
- Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coaches are available to model lessons and provide resources for instructional staff. Literacy Coaches will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction. FSA Question stems based on the Test Item Specifications provided to ELA instructional staff. ELA standards-based unit plans are available on the district website. Increase student and teacher use of academic vocabulary
- Principal will provide resources for instructional staff and multiple training opportunities for Problem Based Learning (PBL)

Plan to Monitor Progress Toward G8. 8

Progress Monitoring Assessments and Common Formative Assessments

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/19/2016 to 5/22/2017

Evidence of Completion

Student progress, data from assessment results

G9. Increase the percentage of students scoring proficient on the FSA writing by 10%. 1a

G087208

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Need to ensure consistency and on-going constructive instructional feedback to students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas

Plan to Monitor Progress Toward G9. 8

Progress monitoring writing with ACE

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 10/4/2016 to 5/26/2017

Evidence of Completion

Common Assessment in March

G10. 100% of all students taking a high school math class will earn a 3 or higher on the End-of-Course exam. 1a

G087209

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- progress monitoring for data driven instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative teams, data teams, math coach, district created documents for units and scales, collaboration with teachers across the district

Plan to Monitor Progress Toward G10. 8

Instruction and implementation

Person Responsible

Vicki Milton

Schedule

Annually, from 8/22/2016 to 5/26/2017

Evidence of Completion

EOC scores

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. 67% or higher, will show proficiency on the Civics EOC. **1**

 G087200

G1.B1 ELL, Non Speakers learning specific vocabulary **2**

 B231812

G1.B1.S1 Group NES students in classes when ELL para's are available in class **4**

 S244578

Strategy Rationale

Content can be learned while English vocabulary grows.

Action Step 1 **5**

Teachers will create CFAs and monitor data to adjust instruction and share with ELL Para's

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Data collect, minutes from CFA, improvment of scores on PMT 2 from PMT 1

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Minutes of CLTs documenting action steps

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/22/2016 to 5/15/2017

Evidence of Completion

Data from quizzes and test will document evidence of learning

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PMT scores will monitor the effectiveness of learning

Person Responsible

Michelle Piasecki

Schedule

On 2/17/2017

Evidence of Completion

G2. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities. 1

G087201

G2.B1 Fidelity to the model 2

B231813

G2.B1.S1 Administrative participation in CTM (Collaborative Team Meetings) 4

S244579

Strategy Rationale

That which is monitored is accomplished

Action Step 1 5

Administrators will participate in no less than 5 CTMs per quarter

Person Responsible

Vicki Milton

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Agendas, Sign-ins, Minutes

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

Evidence will be shared at Guiding Coalition Team meetings

Person Responsible

Joe Flanagan

Schedule

Biweekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Agendas, Minutes, Sign-in sheets

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

Evidence will be shared at Guiding Coalition Team meetings

Person Responsible

Joe Flanagan

Schedule

Monthly, from 9/19/2016 to 5/22/2017

Evidence of Completion

Attendance from coaches for groups Which meet both by grade level and department

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

Modeling expectations CTMs

Person Responsible

Diane McMurry

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Agendas, minutes copies of CFA (eventually in FOCUS), Data Forms and Sign-in sheets

G3. Increase the number of students scoring at the proficient level on the Science FCAT by 10%. 1

G087202

G3.B1 Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning 2

B231814

G3.B1.S1 Form common formative assessments to catch students early who struggle with the reading or writing process in science 4

S244580

Strategy Rationale

If you catch them early they will not be left behind

Action Step 1 5

Teachers will design Common Formative Assessment and use the data to drive instruction

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data evidence shown in reflective minutes. Students grades improve.

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

Formal and Informal data

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/25/2016 to 5/26/2017

Evidence of Completion

Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"

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

Formal and Informal Data

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/25/2016 to 5/26/2017

Evidence of Completion

Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"

G3.B1.S2 Use the "ACE" writing model across the curriculum to assist students in writing to answer a prompt or a question 4

 S244581

Strategy Rationale

Students need to learn how to give a clear answer to a writing question or prompt

Action Step 1 5

Teachers will be taught the ACE writing Strategy and implement is cross curricular

Person Responsible

Diane McMurry

Schedule

Annually, from 8/29/2016 to 5/22/2017

Evidence of Completion

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

Writing prompts will be given , scored and discussed in ELA classes

Person Responsible

Diane McMurry

Schedule

Semiannually, from 8/22/2016 to 1/31/2017

Evidence of Completion

Students scores based on rubric to identify needs in writing.

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

Meeting in CLT's

Person Responsible

Diane McMurry

Schedule

Biweekly, from 8/22/2016 to 1/27/2017

Evidence of Completion

Prompts, scores , rubric, lesson plans

G4. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles. 1

G087203

G4.B1 Resistance to change 2

B231815

G4.B1.S1 Support, trust, professional conversations, professional development, norms 4

S244582

Strategy Rationale

To create a culture of student-centered focus and continuous improvement

Action Step 1 5

Monthly PD with UMWC Consultants

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Sign-in sheets; participant created artifacts

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

Sign in sheets and participant created artifacts

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Participant created artifacts will be reviewed to ensure that they meet expectations

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

Teacher participation in PD related activities and coaching

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Teacher conversations, lesson plans, department meeting discussions

G5. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. 1

G087204

G5.B1 Each class requires a commitment of 60 hours of inservice training 2

B231816

G5.B1.S1 Offer "cohort" support at the school level Use the buddy system with new teachers to attend through AMS New Teacher Program 4

S244583

Strategy Rationale

It will encourage teachers to complete this difficult challenge

Action Step 1 5

To provide timely information about Reading Endorsement offerings

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2016 to 3/27/2017

Evidence of Completion

Email to staff; department meeting minutes

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

Confirm all available information is shared with the staff

Person Responsible

Vicki Milton

Schedule

Quarterly, from 9/30/2016 to 3/25/2017

Evidence of Completion

Teacher ERO records meeting minutes and evidence of teacher enrollment in courses. At this time 18% of overall all staff have Reading Endorsement. 29% of ELA staff has Reading Endorsement.

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

Follow up with teachers

Person Responsible

Diane McMurry

Schedule

Monthly, from 9/26/2016 to 5/5/2017

Evidence of Completion

Teachers are enrolled in the courses

G6. 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the ICT Multimedia Essentials Digital Tool Certificate. 1

G087205

G6.B1 Funding for the on-line curriculum and for the students to take the exam 2

B231817

G6.B1.S1 Teacher can be adopted by a community member or parent. School Improvement money and CTE money earned 4

S244584

Strategy Rationale

To help students prepare for certification test

Action Step 1 5

Be a part of Education Foundations opportunity to be adopted.

Person Responsible

Kristy Chase

Schedule

On 5/27/2017

Evidence of Completion

Teacher will be sponsored. Evidence from Education Foundations reports.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Monthly reports to determine which teachers have been funded.

Person Responsible

Kristy Chase

Schedule

Monthly, from 8/24/2016 to 5/27/2017

Evidence of Completion

Reports from bookkeeper

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitor monthly the amount of funds which have been reported in. If funds are low work with the Education Foundation to promote the ICT program and testing opportunity

Person Responsible

Kristy Chase

Schedule

Monthly, from 10/1/2016 to 5/27/2017

Evidence of Completion

Book Keeper records.

G6.B2 Scheduling and seats available to take prerequisite classes 2

 B231818

G6.B2.S1 Provide alternative sources for students to become proficient in prerequisite skills 4

 S244585

Strategy Rationale

If students meet prerequisite skill level, they may enroll in the class

Action Step 1 5

Provide additional opportunities for students to take classes

Person Responsible

Vicki Milton

Schedule

Annually, from 8/24/2016 to 5/27/2017

Evidence of Completion

Number of students who are served in a prerequisite classes

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Verify additional sources (online options) or classroom resources (additional teacher) are available

Person Responsible

Kristy Chase

Schedule

Annually, from 9/30/2016 to 5/27/2017

Evidence of Completion

Availability to enroll students in the required classes

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Verify that students are enrolled in the additional classes that are being offered

Person Responsible

Vicki Milton

Schedule

Annually, from 9/30/2016 to 5/27/2017

Evidence of Completion

New classes that are offered as a result of adding teaching staff will be enrolled with the student population that needs the class as a prerequisite

G7. Increase the percentage of students scoring proficient on the FSA math by 10% . 1

G087206

G7.B1 Students' opportunities to real world math 2

B231819

G7.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning 4

S244586

Strategy Rationale

To make students critical thinkers and problem solvers

Action Step 1 5

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve

Person Responsible

Tonya Belvin

Schedule

Monthly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

The activities shared in collaborative planning

Person Responsible

Tonya Belvin

Schedule

Weekly, from 9/16/2016 to 5/26/2017

Evidence of Completion

The projects produced by the students

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Progress monitoring of informal and formal assessments

Person Responsible

Tonya Belvin


Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Learning gains on assessments

G7.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions 4

 S244587

Strategy Rationale

To show how math is related to all learning

Action Step 1 5

Incorporate cross curriculum activities and lesson extensions

Person Responsible

Tonya Belvin

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Meeting Notes, lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Describe and share activities at PLC and gather data from activities as to the success or the implementation of re-teaching

Person Responsible

Tonya Belvin

Schedule

Monthly, from 10/3/2016 to 5/22/2017

Evidence of Completion

Data from assessments, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Coaches and Administrators are available during PLC times.

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/9/2016 to 5/26/2017

Evidence of Completion

Data from common formative assessments, minutes, agendas

G7.B1.S3 Intensive Math course in addition to regular math classes offered 4

S244588

Strategy Rationale

To make students critical thinkers and problem solvers while covering basic skills not mastered

Action Step 1 5

Identify students who are weak in certain areas of math but not identified as needing the critical thinking class

Person Responsible

Vicki Milton

Schedule

Weekly, from 7/5/2016 to 2/3/2017

Evidence of Completion

Data from math coaches and teachers to show deficiencies

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Syllabus formulated by Math teachers.

Person Responsible

Tim Aitken

Schedule

On 9/2/2016

Evidence of Completion

Lesson plans, Data from assessments

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Second round of students will be placed in January to catch new students who might need this service. Common Formative Assessment data to support

Person Responsible

Tonya Belvin

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Common Formative Assessment data, MTSS minutes, Performance assessment data provided by district

G7.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor 2

 B231820

G7.B2.S1 Process through standards with weekly collaborative planning meetings. 4

 S244589

Strategy Rationale

Working as a collaborative team supports learning

Action Step 1 5

Teams will scroll the Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor

Person Responsible

Tonya Belvin

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Lesson plans, meeting minutes, classroom experiences, common formative assessments

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observations, data for assessments, students grades

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Observations and lessons

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation, data from common formative assessments

G8. Increase the percentage of students scoring proficient on the FSA reading by 10%. 1

G087207

G8.B1 Instructional staff needs different levels of support to differentiate instruction. 2

B231821

G8.B1.S1 Collaborative teams working together to share strategies monthly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction 4

S244590

Strategy Rationale

To meet the needs of all students

Action Step 1 5

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Person Responsible

Diane McMurry

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

sign in sheets, meeting minutes including focused feed back of how strategies are working, classroom observations

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Review data and attend meetings

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Sign in forms, minutes, lesson plans showing differentiated strategies

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

PLC meetings scheduled with common time to meet vertically and horizontally

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Student progress, classroom observations, data from a variety of assessments.

G8.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

2

B231822

G8.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice 4

S244591

Strategy Rationale

Reflection and collaborative discussion help support learning best practices

Action Step 1 5

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms

Person Responsible

Tim Aitken

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in forms, ERO evaluations

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Attendance at PD

Person Responsible

Vicki Milton

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Sign in forms, lesson plans, artifacts from Professional Development

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Teacher feedback, lesson plans, informal and formal assessments

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student progress and projects produced by students

G9. Increase the percentage of students scoring proficient on the FSA writing by 10%. 1

G087208

G9.B1 Need to ensure consistency and on-going constructive instructional feedback to students 2

B231823

G9.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses 4

S244592

Strategy Rationale

Students need to learn how to write based on evidence of what they read

Action Step 1 5

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Observations, lesson plans, student work

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Student work

Person Responsible

Diane McMurry

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Data table in FOCUS gradebook, artifacts of student work and scoring rubrics

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Student writing scores

Person Responsible

Tim Aitken

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Students rubric scores, PLC minutes showing discussion of rubrics and scoring

G10. 100% of all students taking a high school math class will earn a 3 or higher on the End-of-Course exam.

1

G087209

G10.B1 progress monitoring for data driven instruction 2

B231824

G10.B1.S1 Data disaggregation from multiple sources, common formative assessments, interventions/enrichment, and on-going review 4

S244593

Strategy Rationale

high school credit class

Action Step 1 5

Data driven instruction implementation

Person Responsible

Tonya Belvin

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Data teams, lesson plans, observations

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

PLC meetings, meetings with other high school teachers

Person Responsible

Tonya Belvin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Team agendas, Meeting minutes, lesson reviews, observations

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Implementation of instruction based on data

Person Responsible

Tonya Belvin


Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

PLC meeting minutes and teacher observations

G10.B1.S2 Unwrapping the standards to be user friendly, planning/collaborating with other school EOC teachers, and utilize district created documents to support units, scales and goals **4**

 S244594

Strategy Rationale

High school credit class

Action Step 1 **5**

Professional development opportunity

Person Responsible

Tonya Belvin

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

ERO attendance, artifacts for professional development using techniques taught by K Morem

Plan to Monitor Fidelity of Implementation of G10.B1.S2 **6**

Professional meetings with district level math coach and other high school math teachers to implement pacing guide

Person Responsible

Tim Aitken

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Artifacts from meeting

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 7

Common formative assessment data using district website

Person Responsible

Tonya Belvin

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

EOC scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G7.B1.S3.MA1 M328922	Syllabus formulated by Math teachers.	Aitken, Tim	8/15/2016	Lesson plans, Data from assessments	9/2/2016 one-time
G3.B1.S2.MA1 M328903	Meeting in CLT's	McMurry, Diane	8/22/2016	Prompts, scores , rubric, lesson plans	1/27/2017 biweekly
G3.B1.S2.MA1 M328904	Writing prompts will be given , scored and discussed in ELA classes	McMurry, Diane	8/22/2016	Students scores based on rubric to identify needs in writing.	1/31/2017 semiannually
G7.B1.S3.A1 A316690	Identify students who are weak in certain areas of math but not identified as needing the critical...	Milton, Vicki	7/5/2016	Data from math coaches and teachers to show deficiencies	2/3/2017 weekly
G1.B1.S1.MA1 M328894	PMT scores will monitor the effectiveness of learning	Piasecki, Michelle	1/9/2017		2/17/2017 one-time
G5.B1.S1.MA1 M328910	Confirm all available information is shared with the staff	Milton, Vicki	9/30/2016	Teacher ERO records meeting minutes and evidence of teacher enrollment in courses. At this time 18% of overall all staff have Reading Endorsement. 29% of ELA staff has Reading Endorsement.	3/25/2017 quarterly
G5.B1.S1.A1 A316685	To provide timely information about Reading Endorsement offerings	McMurry, Diane	9/30/2016	Email to staff; department meeting minutes	3/27/2017 quarterly
G8.B1.S1.A1 A316692	Literacy coach will complete initial training on differentiated instruction. Collaborative teams...	McMurry, Diane	8/29/2016	sign in sheets, meeting minutes including focused feed back of how strategies are working, classroom observations	5/1/2017 monthly
G5.B1.S1.MA1 M328909	Follow up with teachers	McMurry, Diane	9/26/2016	Teachers are enrolled in the courses	5/5/2017 monthly
G1.B1.S1.MA1 M328895	Minutes of CLTs documenting action steps	Aitken, Tim	8/22/2016	Data from quizzes and test will document evidence of learning	5/15/2017 monthly
G1.B1.S1.A1 A316680	Teachers will create CFAs and monitor data to adjust instruction and share with ELL Para's	Piasecki, Michelle	8/29/2016	Data collect, minutes from CFA, improvement of scores on PMT 2 from PMT 1	5/15/2017 monthly
G1.MA1 M328896	CFA, PMT's, exit slips, quiz, test and projects	Register, Kristen	9/19/2016	CFA, PMT's, exit slips, quiz, test and projects	5/22/2017 monthly
G4.MA1 M328908	Review sign-in sheets; have make-up sessions available for absent instructional staff	Aitken, Tim	9/6/2016	Sign in sheets	5/22/2017 monthly
G5.MA1 M328911	Teacher enrollment and completion is tracked	McMurry, Diane	9/26/2016	A spreadsheet that details which courses teachers have completed and what is still needed.	5/22/2017 quarterly
G8.MA1 M328930	Progress Monitoring Assessments and Common Formative Assessments	McMurry, Diane	9/19/2016	Student progress, data from assessment results	5/22/2017 quarterly
G2.B1.S1.MA1 M328897	Modeling expectations CTMs	McMurry, Diane	8/22/2016	Agendas, minutes copies of CFA (eventually in FOCUS), Data Forms and Sign-in sheets	5/22/2017 quarterly
G2.B1.S1.MA1 M328898	Evidence will be shared at Guiding Coalition Team meetings	Flanagan, Joe	8/29/2016	Agendas, Minutes, Sign-in sheets	5/22/2017 biweekly
G2.B1.S1.MA3 M328899	Evidence will be shared at Guiding Coalition Team meetings	Flanagan, Joe	9/19/2016	Attendance from coaches for groups Which meet both by grade level and department	5/22/2017 monthly
G2.B1.S1.A1 A316681	Administrators will participate in no less than 5 CTMs per quarter	Milton, Vicki	8/15/2016	Agendas, Sign-ins, Minutes	5/22/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M328906	Teacher participation in PD related activities and coaching	Aitken, Tim	9/6/2016	Teacher conversations, lesson plans, department meeting discussions	5/22/2017 monthly
G4.B1.S1.MA1 M328907	Sign in sheets and participant created artifacts	Aitken, Tim	9/6/2016	Participant created artifacts will be reviewed to ensure that they meet expectations	5/22/2017 monthly
G4.B1.S1.A1 A316684	Monthly PD with UMWC Consultants	Aitken, Tim	9/6/2016	Sign-in sheets; participant created artifacts	5/22/2017 monthly
G8.B1.S1.MA1 M328926	PLC meetings scheduled with common time to meet vertically and horizontally	Aitken, Tim	8/22/2016	Student progress, classroom observations, data from a variety of assessments.	5/22/2017 monthly
G8.B1.S1.MA1 M328927	Review data and attend meetings	Aitken, Tim	8/22/2016	Sign in forms, minutes, lesson plans showing differentiated strategies	5/22/2017 monthly
G9.B1.S1.MA1 M328931	Student writing scores	Aitken, Tim	8/22/2016	Students rubric scores, PLC minutes showing discussion of rubrics and scoring	5/22/2017 quarterly
G9.B1.S1.MA1 M328932	Student work	McMurry, Diane	8/22/2016	Data table in FOCUS gradebook, artifacts of student work and scoring rubrics	5/22/2017 biweekly
G9.B1.S1.A1 A316694	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content...	Piasecki, Michelle	8/22/2016	Observations, lesson plans, student work	5/22/2017 monthly
G10.B1.S1.MA1 M328934	Implementation of instruction based on data	Belvin, Tonya	8/22/2016	PLC meeting minutes and teacher observations	5/22/2017 monthly
G10.B1.S1.MA1 M328935	PLC meetings, meetings with other high school teachers	Belvin, Tonya	8/22/2016	Team agendas, Meeting minutes, lesson reviews, observations	5/22/2017 weekly
G10.B1.S1.A1 A316695	Data driven instruction implementation	Belvin, Tonya	8/22/2016	Data teams, lesson plans, observations	5/22/2017 biweekly
G3.B1.S2.A1 A316683	Teachers will be taught the ACE writing Strategy and implement is cross curricular	McMurry, Diane	8/29/2016		5/22/2017 annually
G7.B1.S2.MA1 M328920	Describe and share activities at PLC and gather data from activities as to the success or the...	Belvin, Tonya	10/3/2016	Data from assessments, minutes from meetings	5/22/2017 monthly
G7.B1.S2.A1 A316689	Incorporate cross curriculum activities and lesson extensions	Belvin, Tonya	8/22/2016	Meeting Notes, lesson plans	5/22/2017 quarterly
G10.B1.S2.MA1 M328937	Professional meetings with district level math coach and other high school math teachers to...	Aitken, Tim	8/22/2016	Artifacts from meeting	5/22/2017 quarterly
G10.B1.S2.A1 A316696	Professional development opportunity	Belvin, Tonya	8/22/2016	ERO attendance, artifacts for professional development using techniques taught by K Morem	5/22/2017 monthly
G2.MA1 M328900	We are monitoring attendance	Flanagan, Joe	8/15/2016	Minutes, agendas, Data forms, CFA's (Eventually in FOCUS) sign-in sheets	5/26/2017 biweekly
G3.MA1 M328905	Implementation of inquiry based lessons based off data demonstrated through labs.	Aitken, Tim	8/25/2016	lesson plans, classroom observations, student grade, state test scores	5/26/2017 monthly
G7.MA1 M328925	Common Formative Assessments, Grades and Performance tasks	Belvin, Tonya	10/3/2016	Data will demonstrate learning gains, lesson plans will demonstrate rigor	5/26/2017 monthly
G9.MA1 M328933	Progress monitoring writing with ACE	Piasecki, Michelle	10/4/2016	Common Assessment in March	5/26/2017 monthly
G10.MA1 M328938	Instruction and implementation	Milton, Vicki	8/22/2016	EOC scores	5/26/2017 annually
G3.B1.S1.MA1 M328901	Formal and Informal Data	Aitken, Tim	8/25/2016	Informal observations of teachers planning and collaborating while using	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"	
G3.B1.S1.MA1 M328902	Formal and Informal data	Aitken, Tim	8/25/2016	Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"	5/26/2017 monthly
G3.B1.S1.A1 A316682	Teachers will design Common Formative Assessment and use the data to drive instruction	Piasecki, Michelle	8/22/2016	Data evidence shown in reflective minutes. Students grades improve.	5/26/2017 monthly
G7.B1.S1.MA1 M328918	The activities shared in collaborative planning	Belvin, Tonya	9/16/2016	The projects produced by the students	5/26/2017 weekly
G7.B1.S1.A1 A316688	Scenarios and problems that pertain to real-world math topics will be presented for students to...	Belvin, Tonya	9/16/2016	Student work samples	5/26/2017 monthly
G7.B2.S1.MA1 M328923	Observations and lessons	Aitken, Tim	9/5/2016	Meeting minutes, lesson plans, lesson implementation, data from common formative assessments	5/26/2017 biweekly
G7.B2.S1.MA1 M328924	Lesson plans, meeting minutes, classroom experiences, common formative assessments	Aitken, Tim	8/22/2016	Lesson plans, observations, data for assessments, students grades	5/26/2017 monthly
G7.B2.S1.A1 A316691	Teams will scroll the Florida standards, view the unwrapped standards, search for materials to...	Belvin, Tonya	8/15/2016	meeting minutes	5/26/2017 weekly
G8.B2.S1.MA1 M328928	Teacher feedback, lesson plans, informal and formal assessments	Aitken, Tim	9/12/2016	Student progress and projects produced by students	5/26/2017 monthly
G8.B2.S1.MA1 M328929	Attendance at PD	Milton, Vicki	9/19/2016	Sign in forms, lesson plans, artifacts from Professional Development	5/26/2017 monthly
G8.B2.S1.A1 A316693	During Professional Development/ Training's resources will be provided to support of Problem Base...	Aitken, Tim	8/8/2016	Sign in forms, ERO evaluations	5/26/2017 weekly
G7.B1.S2.MA1 M328919	Coaches and Administrators are available during PLC times.	Aitken, Tim	9/9/2016	Data from common formative assessments, minutes, agendas	5/26/2017 monthly
G10.B1.S2.MA1 M328936	Common formative assessment data using district website	Belvin, Tonya	8/15/2016	EOC scores	5/26/2017 monthly
G7.B1.S3.MA1 M328921	Second round of students will be placed in January to catch new students who might need this...	Belvin, Tonya	9/26/2016	Common Formative Assessment data, MTSS minutes, Performance assessment data provided by district	5/26/2017 biweekly
G6.MA1 M328916	Students are enrolled in the new classes that are offered as a result of hiring a new teacher	Aitken, Tim	8/24/2016	Students who require the course as a pre-requisite will be enrolled in the new course offering.	5/27/2017 annually
G6.B1.S1.MA1 M328912	Monitor monthly the amount of funds which have been reported in. If funds are low work with the...	Chase, Kristy	10/1/2016	Book Keeper records.	5/27/2017 monthly
G6.B1.S1.MA1 M328913	Monthly reports to determine which teachers have been funded.	Chase, Kristy	8/24/2016	Reports from bookkeeper	5/27/2017 monthly
G6.B1.S1.A1 A316686	Be a part of Education Foundations opportunity to be adopted.	Chase, Kristy	8/24/2016	Teacher will be sponsored. Evidence from Education Foundations reports.	5/27/2017 one-time
G6.B2.S1.MA1 M328914	Verify that students are enrolled in the additional classes that are being offered	Milton, Vicki	9/30/2016	New classes that are offered as a result of adding teaching staff will be enrolled	5/27/2017 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				with the student population that needs the class as a prerequisite	
G6.B2.S1.MA1 M328915	Verify additional sources (online options) or classroom resources (additional teacher) are available	Chase, Kristy	9/30/2016	Availability to enroll students in the required classes	5/27/2017 annually
G6.B2.S1.A1 A316687	Provide additional opportunities for students to take classes	Milton, Vicki	8/24/2016	Number of students who are served in a prerequisite classes	5/27/2017 annually
G7.B1.S1.MA1 M328917	Progress monitoring of informal and formal assessments	Belvin, Tonya	8/29/2016	Learning gains on assessments	5/29/2017 quarterly

V. Professional Development Opportunities

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

G2. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.

G2.B1 Fidelity to the model

G2.B1.S1 Administrative participation in CTM (Collaborative Team Meetings)

PD Opportunity 1

Administrators will participate in no less than 5 CTMs per quarter

Facilitator

Dr. Spiri-The Using Minds Well Collaborative

Participants

AMS faculty and Coaches

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

G3. Increase the number of students scoring at the proficient level on the Science FCAT by 10%.

G3.B1 Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning

G3.B1.S1 Form common formative assessments to catch students early who struggle with the reading or writing process in science

PD Opportunity 1

Teachers will design Common Formative Assessment and use the data to drive instruction

Facilitator

Dr. Spiri

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 5/26/2017

G3.B1.S2 Use the "ACE" writing model across the curriculum to assist students in writing to answer a prompt or a question

PD Opportunity 1

Teachers will be taught the ACE writing Strategy and implement is cross curricular

Facilitator

Diane McMurray

Participants

Anderson Middle teachers

Schedule

Annually, from 8/29/2016 to 5/22/2017

G4. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles.

G4.B1 Resistance to change

G4.B1.S1 Support, trust, professional conversations, professional development, norms

PD Opportunity 1

Monthly PD with UMWC Consultants

Facilitator

Dr. Mary Helen Spiri

Participants

All AMS instructional staff

Schedule

Monthly, from 9/6/2016 to 5/22/2017

G5. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.

G5.B1 Each class requires a commitment of 60 hours of inservice training

G5.B1.S1 Offer "cohort" support at the school level Use the buddy system with new teachers to attend through AMS New Teacher Program

PD Opportunity 1

To provide timely information about Reading Endorsement offerings

Facilitator

District Led

Participants

Teachers who need Reading Endorsement

Schedule

Quarterly, from 9/30/2016 to 3/27/2017

G6. 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the ICT Multimedia Essentials Digital Tool Certificate.

G6.B1 Funding for the on-line curriculum and for the students to take the exam

G6.B1.S1 Teacher can be adopted by a community member or parent. School Improvement money and CTE money earned

PD Opportunity 1

Be a part of Education Foundations opportunity to be adopted.

Facilitator

Eli Parson

Participants

Teachers

Schedule

On 5/27/2017

G7. Increase the percentage of students scoring proficient on the FSA math by 10% .

G7.B1 Students' opportunities to real world math

G7.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning

PD Opportunity 1

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve

Facilitator

District Math PD

Participants

Math department

Schedule

Monthly, from 9/16/2016 to 5/26/2017

G7.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions

PD Opportunity 1

Incorporate cross curriculum activities and lesson extensions

Facilitator

Dohm and Layson

Participants

Math teachers

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

G7.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor

G7.B2.S1 Process through standards with weekly collaborative planning meetings.

PD Opportunity 1

Teams will scroll the Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor

Facilitator

District math coach

Participants

Math teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G8. Increase the percentage of students scoring proficient on the FSA reading by 10%.

G8.B1 Instructional staff needs different levels of support to differentiate instruction.

G8.B1.S1 Collaborative teams working together to share strategies monthly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction

PD Opportunity 1

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Facilitator

Literacy Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/29/2016 to 5/1/2017

G8.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

G8.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice

PD Opportunity 1

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms

Facilitator

Literacy Coaches

Participants

Instructional staff

Schedule

Weekly, from 8/8/2016 to 5/26/2017

G9. Increase the percentage of students scoring proficient on the FSA writing by 10%.

G9.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G9.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses

PD Opportunity 1

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines

Facilitator

Literacy Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will create CFAs and monitor data to adjust instruction and share with ELL Para's				\$0.00
2	G10.B1.S1.A1	Data driven instruction implementation				\$0.00
3	G10.B1.S2.A1	Professional development opportunity				\$0.00
4	G2.B1.S1.A1	Administrators will participate in no less than 5 CTMs per quarter				\$0.00
5	G3.B1.S1.A1	Teachers will design Common Formative Assessment and use the data to drive instruction				\$0.00
6	G3.B1.S2.A1	Teachers will be taught the ACE writing Strategy and implement is cross curricular				\$0.00
7	G4.B1.S1.A1	Monthly PD with UMWC Consultants				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0361 - Dr. David L. Anderson Middle School	Title I, Part A		\$50,000.00
			<i>Notes: CES consultant site visits and professional development</i>			
8	G5.B1.S1.A1	To provide timely information about Reading Endorsement offerings				\$0.00
9	G6.B1.S1.A1	Be a part of Education Foundations opportunity to be adopted.				\$0.00
10	G6.B2.S1.A1	Provide additional opportunities for students to take classes				\$0.00
11	G7.B1.S1.A1	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve				\$0.00
12	G7.B1.S2.A1	Incorporate cross curriculum activities and lesson extensions				\$0.00
13	G7.B1.S3.A1	Identify students who are weak in certain areas of math but not identified as needing the critical thinking class				\$0.00
14	G7.B2.S1.A1	Teams will scroll the Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor				\$0.00
15	G8.B1.S1.A1	Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams				\$0.00
16	G8.B2.S1.A1	During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms				\$0.00
17	G9.B1.S1.A1	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines				\$0.00
					Total:	\$50,000.00