

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](http://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 - <a href="#">LaShawn Russ-Porterfield</a>	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
Talicia 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, improvment 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

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
			Notes: CES consultant site visits and professional development			
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