Martin County School District

Dr. David L. Anderson Middle School

2017-18 Schoolwide Improvement Plan

Dr. David L. Anderson Middle School

7000 SE ATLANTIC RIDGE DR, Stuart, FL 34997

martinschools.org/o/ddlam

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 is pending approval by the Martin County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dr. David L. Anderson Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 through the AMS advisory class. These mentors are guided by a curriculum 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Leadership will discuss these students in Kidtalk with a team of teachers to create interventions to address the students' needs to increase their success her at school. Kidtalk is an establish time for a team of teachers to discuss students that are struggling in academics, behavior or attendance. 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 . A student support center is provided as an intervention for both behavioral and academic needs. Students with two are more indicators will move systemically through the MTSS process based on their response to intervention.

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	24	35	38	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	117	85	100	0	0	0	0	302
Elementary Retention	0	0	0	0	0	0	49	46	42	0	0	0	0	137

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	6	6	16	0	0	0	0	28

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 2016 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 2016 FSA Mathematics test are placed in a math class which provides for 60 minutes of math instruction daily.
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 attendance letters sent home by team teachers and conferences to help encourage regular attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/465486.

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/parent liason at school to help ELL parents
+ Continually increase community partnerships with local business
+ Community forum held once a month to parent consisting of various topics offered in both English and Spanish

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Boyar, Allison	School Counselor
Piasecki, Michelle	Instructional Coach
McMurry, Diane	Instructional Coach
Flanagan, Joe	Assistant Principal
Aitken, Tim	Principal
Jones, Kalie	Instructional Coach
Davis, Kim	Teacher, K-12
Belvin, Tonya	Instructional Coach
Register, Kristen	Teacher, K-12
Kemler, Ashley	Teacher, K-12
Middleton, Kelly	Instructional Media
Leas, Rodman	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, benchmark scores and teacher feedback to guide the

decision-making process.

This year, AMS is using the Collaborative Coaching and Learning (CCL) process to tailor professional development to specific teachers' needs based on the students they are currently teaching. The CCL cycle runs for a 9 week period, and uses current student data and teacher observations to set the goal for professional development. Each professional development topic chosen by the team as a focus is tied back to student achievement with a student goal. During the CCL cycle, extensive research is done to ensure the targeted practice is a proven strategy for improving student achievement. Instructional coaches guide the process with the teacher teams as they implement the new strategy, and participate in a lesson study format of observing each other to refine and revise the teaching strategy. At the end of each cycle, the team determines a sustainability plan to ensure continued use of the implemented practice and to review student impact data over an extended period of time.

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.

This year, all core instructional personnel were arranged in core teams, with a Math, Science, Social Studies and English teacher who all serve the same students. These "teams" allow for teachers to know their students well, and to take a team-based approach to problem solving for students. This is accomplished through a weekly team meeting designated as "Kid Talk". During the weekly "Kid Talk" meeting, core teachers have intentional conversations around specific students, with a focus on 3 areas: Attendance, Academics, and Behavior. Meetings are attended regularly by Administrators and guidance counselors to provide specific support.

In addition, each student is scheduled in an AMS (Achieving My Success) class. In this weekly class, students are guided through the goal setting process by one of their teachers. Throughout the nine weeks period, students will track their progress toward meeting their goals through focusing on the GPA form: Goal, Plan, Action and meet with their AMS teacher to discuss their progress or concerns with meeting the goal. At the end of each nine weeks, students reflect on their progress and set new goals for the upcoming nine weeks. In addition to teaching students how to set and track achievable goals, the aim of this class is for teachers to be able to know their students better as indiviuduals.

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
Jessica Roman	Teacher
Karen Jankens	Education Support Employee
William Jankens	Student
Tim Aitken	Principal
Saima Rashid	Parent
Ashley McElligot	Parent
Melissa Carpio	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-17 added goals for three areas: Reading, Writing, and Civics. The School Improvement Plan was submitted to the SAC for review and reflection, as well as to our Inspiring Leaders of Martin County.

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 2016-2017:

• $450.00 to purchase stickers to award students at recognition ceremony.
• $800.00 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
Milton, Vicki	Assistant Principal
Davis, Kim	Teacher, K-12
Belvin, Tonya	Instructional Coach
Register, Kristen	Teacher, K-12
Boyar, Allison	School Counselor
Jones, Kalie	Other
Kemler, Ashley	Teacher, K-12
Middleton, Kelly	Instructional Media
Briggs, Amber	Teacher, K-12
Borowick, Williams	Teacher, K-12
Neal, Jonathon	Teacher, K-12
Allen, Vonetta	School Counselor
Leas, Rodman	Instructional Coach

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 and AVID Site Team. 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. School-wide, the use of the Critical Reading process, introduced through AVID, will be encouraged as a planning tool to provide consistency in vocabulary instruction, identifying rigorous texts, and utilizing reading strategies that transcend content areas. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 two times a week and twice a week with their on level team. This schedule enables teachers to collaborate and work together in all stages of the PLC process. teacher are encourage to observe other teacher using successful strategies in their class both on campus and at other schools. Nine week instructional models are used with instructional teams to help increase academic rigor and professional collaboration.

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 Support Program and on-going professional development opportunities. On-campus teacher mentors and instructional coaches 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 Support Program 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 through project based inquiry of math concepts. Students apply math concepts to real-world problems and find solutions that enhance their understanding and examine possible career options.

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, CFA, FSA, EOC) are used to monitor students progress.

Strategy: Extended School Day

Minutes added to school year: 3,000

Select students who need assistance mastering standards will attend lunch crunch with a staff member who will assist them in their learning and completion of work.

Strategy Rationale

Some students need additional help/time to master standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Milton, Vicki, miltonv@martin.k12.fl.us

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

Data to be collected will be: pass rate of academic classes, PMT data, CFA data, attendance of lunch cruch

Strategy: After School Program

Minutes added to school year: 1,800

Programs using diagnostic software that individualizes instruction. This is offered at select times during the year,

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Flanagan, Joe, flanagj@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 (CFA, 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, Civics, Science and/or Mathematics teacher.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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.

AMS is implementing the AVID program on campus this year, which is an elective class designed to academically support students in the middle. The program provides a structure for planning a college and/or career path after high school. Students will create a 6-year plan that will help them make decisions about what they want to do post-secondarily and have the opportunity to hear from guest speakers and community members to help them gain insight into different careers and educational opportunities.

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 Introduction to Health Sciences which is identified as career and technical education program. The Health Science elective allows students to earn a high school credit in 8th grade.

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 their electives.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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 (CLT) 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.　100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the IC3 Living On Line Digital Tool Certificate.

G6.　Increase the percentage of students scoring proficient on the FSA math by 10% .

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

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

G9.　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

🔑 G098445

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

- Targeted students will receive extra support through the AVID elective course

- Teacher teams will collaborate with other schools in the districts to get best practices to use in civics classrooms

- Civics PLCs will be more data focused and civics teachers will engage in collaborative lesson planning and reflection based on data

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Kristen Register

Schedule
Monthly, from 10/13/2017 to 5/14/2018

Evidence of Completion
CFA, PMT's, exit slips, quiz, test and projects

G2. All teachers actively participate in grade level Collaborative Teams (CLT) 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

🔍 G098446

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	60.0

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 horizonally

Plan to Monitor Progress Toward G2. 8

We are monitoring attendance

Person Responsible
Tim Aitken

Schedule
Biweekly, from 8/14/2017 to 5/14/2018

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`

`🔑 G098447`

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

- Targeted students will receive extra academic support through the AVID elective class

- Curriculum has been unpacked with the help of district consultants and given science teachers better strategic lesson planning

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Kim Davis

Schedule

Monthly, from 8/28/2017 to 5/14/2018

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

🔍 G098448

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 8/1/2017 to 5/14/2018

Evidence of Completion
Sign in sheets

G5. 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the IC3 Living On Line Digital Tool Certificate. `1a`

🔍 G098449

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- 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 G5. `8`

Implimentation of action plan to allow other students to take digital test and monitoring proficiency.

Person Responsible
Tim Aitken

Schedule
Annually, from 10/6/2017 to 5/14/2018

Evidence of Completion
Students who pass the digital tool test .

G6. Increase the percentage of students scoring proficient on the FSA math by 10% . `1a`

🔑 G098450

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

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

- Students prerequisite skill

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, IXL, after school tutoring, and ELL paraprofessional

- Targeted students will receive extra support through their AVID elective class to strengthen math skills

Plan to Monitor Progress Toward G6. `8`

Common Formative Assessments, Grades and Performance tasks

Person Responsible
Tonya Belvin

Schedule
Monthly, from 10/2/2017 to 5/14/2018

Evidence of Completion
Data will demonstrate learning gains, lesson plans will demonstrate rigor

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

🔑 G098451

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

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)

- Targeted students will receive support through their AVID elective course in critical reading strategies

- 100% of core content area staff will receive training through their departments on AVID Critical Reading that will help with mindful integration of reading strategies in content area classes

Plan to Monitor Progress Toward G7. `8`

Progress Monitoring Assessments and Common Formative Assessments

Person Responsible
Diane McMurry

Schedule
Quarterly, from 8/14/2017 to 5/14/2018

Evidence of Completion
Student progress, data from assessment results

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

🔑 G098452

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

- Targeted students will receive extra support through their elective AVID class to help increase proficiency as well

Plan to Monitor Progress Toward G8. `8`

Progress monitoring writing with ACE

Person Responsible
Diane McMurry

Schedule
Monthly, from 10/2/2017 to 5/14/2018

Evidence of Completion
Common Assessment in March, CFA

G9. 100% of all students taking a high school math class will earn a 3 or higher on the End-of-Course exam. 1a

🔍 G098453

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

- Targeted group of students will receive extra support through the AVID elective class

- Extracurricular tutoring for students that need extra help will be provided

Plan to Monitor Progress Toward G9. 8

Instruction and implementation

Person Responsible
Vicki Milton

Schedule
Annually, from 8/14/2017 to 8/15/2018

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]

🔑 G098445

G1.B1 ELL, Non Speakers learning specific vocabulary [2]

🔑 B264842

G1.B1.S1 Group NES students in classes when ELL para's are available in class. NES and LY students are placed on a "team" of common teachers which allows for the ELL para to travel with the students. [4]

🔑 S280706

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 8/28/2017 to 5/14/2018

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 8/21/2017 to 5/14/2018

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

Kristen Register

Schedule

Semiannually, from 10/31/2017 to 3/23/2018

Evidence of Completion

PMT 2 and 3 data will be collected to re-adjust teaching if needed.

G2. All teachers actively participate in grade level Collaborative Teams (CLT) 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

🔑 G098446

G2.B1 Fidelity to the model 2

🔑 B264843

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

🔑 S280707

Strategy Rationale

That which is monitored is accomplished

Action Step 1 5

Administrators will participate in no less than 5 CLT and/or Team meetings per quarter

Person Responsible

Vicki Milton

Schedule

Quarterly, from 8/15/2017 to 5/14/2018

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 8/28/2017 to 5/14/2018

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 10/2/2017 to 5/14/2018

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 10/2/2017 to 5/14/2018

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]

🔑 G098447

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

🔑 B264844

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

🔑 S280708

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

Kim Davis

Schedule

Monthly, from 8/21/2017 to 5/14/2018

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 8/28/2017 to 5/14/2018

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 8/28/2017 to 5/14/2018

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`

🔑 S280709

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 8/28/2017 to 5/14/2018

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 and across teams

Person Responsible

Diane McMurry

Schedule

Semiannually, from 8/28/2017 to 2/2/2018

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 and teams

Person Responsible

Kim Davis

Schedule

Biweekly, from 8/28/2017 to 5/14/2018

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

🔑 G098448

G4.B1 Resistance to change 2

🔑 B264845

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

🔑 S280710

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 8/1/2017 to 5/14/2018

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 8/1/2017 to 5/14/2018

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 8/1/2017 to 5/14/2018

Evidence of Completion

Teacher conversations, lesson plans, department meeting discussions

G5. 100% of the students who are enrolled in Fundamental of Web and Software Development will pass and earn the IC3 Living On Line Digital Tool Certificate. `1`

🔑 G098449

G5.B1 Scheduling and seats available to take prerequisite classes `2`

🔑 B264846

G5.B1.S1 Provide alternative sources for students to become proficient in prerequisite skills `4`

🔑 S280711

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 8/15/2017 to 5/14/2018

Evidence of Completion

Number of students who are served in a prerequisite classes

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

Verify additional sources (online options) or classroom resources (additional teacher in other core classes) are available

Person Responsible

Kristy Chase

Schedule

Annually, from 9/25/2017 to 5/14/2018

Evidence of Completion

Availability to enroll students in the required classes

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

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

Person Responsible

Vicki Milton

Schedule

Annually, from 9/25/2017 to 5/14/2018

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

G6. Increase the percentage of students scoring proficient on the FSA math by 10% . [1]

🔍 G098450

G6.B1 Students' opportunities to real world math [2]

🔍 B264847

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning [4]

🔍 S280712

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 9/5/2017 to 5/14/2018

Evidence of Completion

Student work samples

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

The activities shared in collaborative planning

Person Responsible

Tonya Belvin

Schedule

Weekly, from 9/25/2017 to 5/14/2018

Evidence of Completion

The projects produced by the students

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

Progress monitoring of informal and formal assessments

Person Responsible

Tonya Belvin

Schedule

Quarterly, from 8/28/2017 to 5/14/2018

Evidence of Completion

Learning gains on assessments

G6.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions `4`

🔑 S280713

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 8/21/2017 to 5/14/2018

Evidence of Completion

Meeting Notes, lesson plans

Plan to Monitor Fidelity of Implementation of G6.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 10/3/2017 to 5/14/2018

Evidence of Completion

Data from assessments, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Coaches and Administrators are available during PLC times.

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/15/2017 to 5/14/2018

Evidence of Completion

Data from common formative assessments, minutes, agendas

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor 2

🔑 B264848

G6.B2.S1 Process through standards with weekly collaborative planning meetings. 4

🔑 S280714

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 8/14/2017 to 5/14/2018

Evidence of Completion

meeting minutes

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

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

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Lesson plans, observations, data for assessments, students grades

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

Observations and lessons

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/25/2017 to 5/14/2018

Evidence of Completion

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

G6.B3 Students prerequisite skill `2`

🔍 B264849

G6.B3.S1 IXL program, CFA assessments, AVID Strategies , lunch crunch `4`

🔍 S280715

Strategy Rationale

IXL can work at student level or to increase rigor. Assessment data can form small group tutorial. One on one academic help during lunch crunch.

Action Step 1 `5`

Teachers will assess students and provide differentiated instruction.

Person Responsible

Ashley Kemler

Schedule

Weekly, from 10/10/2017 to 5/21/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S1 `6`

Data from PMT, CFA

Person Responsible

Ashley Kemler

Schedule

Biweekly, from 10/2/2017 to 5/21/2018

Evidence of Completion

Through math CLT and grade level math meeting data will be used to direct instruction

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Monitor for the use of data to drive instruction

Person Responsible

Vicki Milton

Schedule

Monthly, from 10/2/2017 to 5/14/2018

Evidence of Completion

PMT, CFA data, grades

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

🔑 G098451

G7.B1 Instructional staff needs different levels of support to differentiate instruction. `2`

🔑 B264850

G7.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`

🔑 S280716

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 8/14/2017 to 5/14/2018

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 G7.B1.S1 `6`

Review data and attend meetings

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Sign in forms, minutes, lesson plans showing differentiated strategies

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

PLC, CLT, Team meetings scheduled with common time to meet vertically and horizonally

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

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

G7.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices. `2`

🔍 B264851

G7.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice `4`

🔍 S280717

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.

Person Responsible

Tim Aitken

Schedule

Weekly, from 8/1/2017 to 5/14/2018

Evidence of Completion

Sign in forms, ERO evaluations

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

Attendance at PD

Person Responsible

Vicki Milton

Schedule

Monthly, from 8/1/2017 to 5/14/2018

Evidence of Completion

Sign in forms, lesson plans, artifacts from Professional Development

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

Teacher feedback, lesson plans, informal and formal assessments

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student progress and projects produced by students

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

🔍 G098452

G8.B1 Need to ensure consistency and on-going constructive instructional feedback to students `2`

🔍 B264852

G8.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses `4`

🔍 S280718

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

Diane McMurry

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Observations, lesson plans, student work

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

Student work

Person Responsible

Diane McMurry

Schedule

Biweekly, from 8/14/2017 to 5/14/2018

Evidence of Completion

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

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

Student writing scores

Person Responsible

Tim Aitken

Schedule

Quarterly, from 8/14/2017 to 5/14/2018

Evidence of Completion

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

G9. 100% of all students taking a high school math class will earn a 3 or higher on the End-of-Course exam. `1`

🔑 G098453

G9.B1 Progress monitoring for data driven instruction `2`

🔑 B264853

G9.B1.S1 Data disaggregation from multiple sources, common formative assessments, interventions/enrichment, and on-going review `4`

🔑 S280719

Strategy Rationale

High school credit class

Action Step 1 `5`

Data driven instruction implementation

Person Responsible

Tonya Belvin

Schedule

Biweekly, from 8/15/2017 to 5/14/2018

Evidence of Completion

Data teams, lesson plans, observations

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

PLC meetings, meetings with other high school teachers

Person Responsible

Tonya Belvin

Schedule

Weekly, from 8/15/2017 to 5/14/2018

Evidence of Completion

Team agendas, Meeting minutes, lesson reviews, observations

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

Implementation of instruction based on data

Person Responsible

Tonya Belvin

Schedule

Monthly, from 8/15/2017 to 5/14/2018

Evidence of Completion

PLC meeting minutes and teacher observations

G9.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

🔑 S280720

Strategy Rationale

High school credit class

Action Step 1 5

Professional development opportunity

Person Responsible

Tonya Belvin

Schedule

Monthly, from 8/15/2017 to 5/14/2018

Evidence of Completion

ERO attendance, Edivate reports, artifacts for professional development using techniques taught district PD team

Plan to Monitor Fidelity of Implementation of G9.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 8/15/2017 to 5/14/2018

Evidence of Completion

Artifacts from meeting

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 `7`

Common formative assessment data using district website

Person Responsible

Tonya Belvin

Schedule

Monthly, from 8/15/2017 to 5/14/2018

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
2018					
G3.B1.S2.MA1 🔑 M410063	Writing prompts will be given , scored and discussed in ELA classes and across teams	McMurry, Diane	8/28/2017	Students scores based on rubric to identify needs in writing.	2/2/2018 semiannually
G1.B1.S1.MA1 🔑 M410053	PMT scores will monitor the effectiveness of learning	Register, Kristen	10/31/2017	PMT 2 and 3 data will be collected to re-adjust teaching if needed.	3/23/2018 semiannually
G1.MA1 🔑 M410055	CFA, PMT's, exit slips, quiz, test and projects	Register, Kristen	10/13/2017	CFA, PMT's, exit slips, quiz, test and projects	5/14/2018 monthly
G2.MA1 🔑 M410059	We are monitoring attendance	Aitken, Tim	8/14/2017	Minutes, agendas,Data forms, CFA's (Eventually in FOCUS) sign-in sheets	5/14/2018 biweekly
G3.MA1 🔑 M410064	Implementation of inquiry based lessons based off data demonstrated through labs.	Davis, Kim	8/28/2017	lesson plans, classroom observations, student grade, state test scores	5/14/2018 monthly
G4.MA1 🔑 M410067	Review sign-in sheets; have make-up sessions available for absent instructional staff	Aitken, Tim	8/1/2017	Sign in sheets	5/14/2018 monthly
G5.MA1 🔑 M410070	Implimentation of action plan to allow other students to take digital test and monitoring...	Aitken, Tim	10/6/2017	Students who pass the digital tool test .	5/14/2018 annually
G6.MA1 🔑 M410079	Common Formative Assessments, Grades and Performance tasks	Belvin, Tonya	10/2/2017	Data will demonstrate learning gains, lesson plans will demonstrate rigor	5/14/2018 monthly
G7.MA1 🔑 M410084	Progress Monitoring Assessments and Common Formative Assessments	McMurry, Diane	8/14/2017	Student progress, data from assessment results	5/14/2018 quarterly
G8.MA1 🔑 M410087	Progress monitoring writing with ACE	McMurry, Diane	10/2/2017	Common Assessment in March, CFA	5/14/2018 monthly
G1.B1.S1.MA1 🔑 M410054	Minutes of CLTs documenting action steps	Aitken, Tim	8/21/2017	Data from quizes and test will document evidence of learning	5/14/2018 monthly
G1.B1.S1.A1 🔑 A378429	Teachers will create CFAs and monitor data to adjust instruction and share with ELL Para's	Piasecki, Michelle	8/28/2017	Data collect, minutes from CFA, improvment of scores on PMT 2 from PMT 1	5/14/2018 monthly
G2.B1.S1.MA1 🔑 M410056	Modeling expectations CTMs	McMurry, Diane	10/2/2017	Agendas, minutes copies of CFA (eventually in FOCUS), Data Forms and Sign-in sheets	5/14/2018 quarterly
G2.B1.S1.MA1 🔑 M410057	Evidence will be shared at Guiding Coalition Team meetings	Flanagan, Joe	8/28/2017	Agendas, Minutes, Sign-in sheets	5/14/2018 biweekly
G2.B1.S1.MA3 🔑 M410058	Evidence will be shared at Guiding Coalition Team meetings	Flanagan, Joe	10/2/2017	Attendance from coaches for groups Which meet both by grade level and department	5/14/2018 monthly
G2.B1.S1.A1 🔑 A378430	Administrators will participate in no less than 5 CLT and/or Team meetings per quarter	Milton, Vicki	8/15/2017	Agendas, Sign-ins, Minutes	5/14/2018 quarterly
G3.B1.S1.MA1 🔑 M410060	Formal and Informal Data	Aitken, Tim	8/28/2017	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?"	5/14/2018 monthly
G3.B1.S1.MA1 🔑 M410061	Formal and Informal data	Aitken, Tim	8/28/2017	Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of	5/14/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				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.A1 A378431	Teachers will design Common Formative Assessment and use the data to drive instruction	Davis, Kim	8/21/2017	Data evidence shown in reflective minutes. Students grades improve.	5/14/2018 monthly
G4.B1.S1.MA1 M410065	Teacher participation in PD related activities and coaching	Aitken, Tim	8/1/2017	Teacher conversations, lesson plans, department meeting discussions	5/14/2018 monthly
G4.B1.S1.MA1 M410066	Sign in sheets and participant created artifacts	Aitken, Tim	8/1/2017	Participant created artifacts will be reviewed to ensure that they meet expectations	5/14/2018 monthly
G4.B1.S1.A1 A378433	Monthly PD with UMWC Consultants	Aitken, Tim	8/1/2017	Sign-in sheets; participant created artifacts	5/14/2018 monthly
G5.B1.S1.MA1 M410068	Verify that students are enrolled in the additional classes that are being offered	Milton, Vicki	9/25/2017	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	5/14/2018 annually
G5.B1.S1.MA1 M410069	Verify additional sources (online options) or classroom resources (additional teacher in other core...	Chase, Kristy	9/25/2017	Availability to enroll students in the required classes	5/14/2018 annually
G5.B1.S1.A1 A378434	Provide additional opportunities for students to take classes	Milton, Vicki	8/15/2017	Number of students who are served in a prerequisite classes	5/14/2018 annually
G6.B1.S1.MA1 M410071	Progress monitoring of informal and formal assessments	Belvin, Tonya	8/28/2017	Learning gains on assessments	5/14/2018 quarterly
G6.B1.S1.MA1 M410072	The activities shared in collaborative planning	Belvin, Tonya	9/25/2017	The projects produced by the students	5/14/2018 weekly
G6.B1.S1.A1 A378435	Scenarios and problems that pertain to real-world math topics will be presented for students to...	Belvin, Tonya	9/5/2017	Student work samples	5/14/2018 monthly
G6.B2.S1.MA1 M410075	Observations and lessons	Aitken, Tim	9/25/2017	Meeting minutes,lesson plans,lesson implementation, data from common formative assessments	5/14/2018 biweekly
G6.B2.S1.MA1 M410076	Lesson plans, meeting minutes, classroom experiences, common formative assessments	Aitken, Tim	8/14/2017	Lesson plans, observations, data for assessments, students grades	5/14/2018 monthly
G6.B2.S1.A1 A378437	Teams will scroll the Florida standards, view the unwrapped standards, search for materials to...	Belvin, Tonya	8/14/2017	meeting minutes	5/14/2018 weekly
G6.B3.S1.MA1 M410077	Monitor for the use of data to drive instruction	Milton, Vicki	10/2/2017	PMT, CFA data, grades	5/14/2018 monthly
G7.B1.S1.MA1 M410080	PLC, CLT, Team meetings scheduled with common time to meet vertically and horizonally	Aitken, Tim	8/14/2017	Student progress, classroom observations, data from a variety of assessments.	5/14/2018 monthly
G7.B1.S1.MA1 M410081	Review data and attend meetings	Aitken, Tim	8/14/2017	Sign in forms, minutes, lesson plans showing differentiated strategies	5/14/2018 monthly
G7.B1.S1.A1 A378439	Literacy coach will complete initial training on differentiated instruction. Collaborative teams...	McMurry, Diane	8/14/2017	Sign in sheets, meeting minutes including focused feed back of how strategies are working,classroom observations	5/14/2018 monthly
G7.B2.S1.MA1 M410083	Attendance at PD	Milton, Vicki	8/1/2017	Sign in forms, lesson plans, artifacts from Professional Development	5/14/2018 monthly
G7.B2.S1.A1 A378440	During Professional Development/ Training's resources will be provided to support of Problem Base...	Aitken, Tim	8/1/2017	Sign in forms, ERO evaluations	5/14/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1 M410085	Student writing scores	Aitken, Tim	8/14/2017	Students rubric scores, PLC minutes showing discussion of rubrics and scoring	5/14/2018 quarterly
G8.B1.S1.MA1 M410086	Student work	McMurry, Diane	8/14/2017	Data table in FOCUS gradebook, artifacts of student work and scoring rubrics	5/14/2018 biweekly
G8.B1.S1.A1 A378441	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content...	McMurry, Diane	8/14/2017	Observations, lesson plans, student work	5/14/2018 monthly
G9.B1.S1.MA1 M410088	Implementation of instruction based on data	Belvin, Tonya	8/15/2017	PLC meeting minutes and teacher observations	5/14/2018 monthly
G9.B1.S1.MA1 M410089	PLC meetings, meetings with other high school teachers	Belvin, Tonya	8/15/2017	Team agendas, Meeting minutes, lesson reviews, observations	5/14/2018 weekly
G9.B1.S1.A1 A378442	Data driven instruction implementation	Belvin, Tonya	8/15/2017	Data teams, lesson plans, observations	5/14/2018 biweekly
G3.B1.S2.MA1 M410062	Meeting in CLT's and teams	Davis, Kim	8/28/2017	Prompts, scores , rubric, lesson plans	5/14/2018 biweekly
G3.B1.S2.A1 A378432	Teachers will be taught the ACE writing Strategy and implement is cross curricular	McMurry, Diane	8/28/2017		5/14/2018 annually
G6.B1.S2.MA1 M410073	Coaches and Administrators are available during PLC times.	Aitken, Tim	8/15/2017	Data from common formative assessments, minutes, agendas	5/14/2018 monthly
G6.B1.S2.MA1 M410074	Describe and share activities at PLC and gather data from activities as to the success or the...	Belvin, Tonya	10/3/2017	Data from assessments, minutes from meetings	5/14/2018 monthly
G6.B1.S2.A1 A378436	Incorporate cross curriculum activities and lesson extensions	Belvin, Tonya	8/21/2017	Meeting Notes, lesson plans	5/14/2018 quarterly
G9.B1.S2.MA1 M410090	Common formative assessment data using district website	Belvin, Tonya	8/15/2017	EOC scores	5/14/2018 monthly
G9.B1.S2.MA1 M410091	Professional meetings with district level math coach and other high school math teachers to...	Aitken, Tim	8/15/2017	Artifacts from meeting	5/14/2018 quarterly
G9.B1.S2.A1 A378443	Professional development opportunity	Belvin, Tonya	8/15/2017	ERO attendance, Edivate reports, artifacts for professional development using techniques taught district PD team	5/14/2018 monthly
G6.B3.S1.MA1 M410078	Data from PMT, CFA	Kemler, Ashley	10/2/2017	Through math CLT and grade level math meeting data will be used to direct instruction	5/21/2018 biweekly
G6.B3.S1.A1 A378438	Teachers will assess students and provide differentiated instruction.	Kemler, Ashley	10/10/2017		5/21/2018 weekly
G7.B2.S1.MA1 M410082	Teacher feedback, lesson plans, informal and formal assessments	Aitken, Tim	9/1/2017	Student progress and projects produced by students	5/24/2018 monthly
G9.MA1 M410092	Instruction and implementation	Milton, Vicki	8/14/2017	EOC scores	8/15/2018 annually

V. Professional Development Opportunities

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

G1. 67% or higher, will show proficiency on the Civics EOC.

G1.B1 ELL, Non Speakers learning specific vocabulary

G1.B1.S1 Group NES students in classes when ELL para's are available in class. NES and LY students are placed on a "team" of common teachers which allows for the ELL para to travel with the students.

PD Opportunity 1

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

Facilitator

Tim Aitken

Participants

Civics Teacher- Work with Stuart Middle School Civic Teachers

Schedule

Monthly, from 8/28/2017 to 5/14/2018

G2. All teachers actively participate in grade level Collaborative Teams (CLT) 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), Core Team Meeting

PD Opportunity 1

Administrators will participate in no less than 5 CLT and/or Team meetings per quarter

Facilitator

Dr. Spiri-The Using Minds Well Collaborative

Participants

AMS faculty and Coaches

Schedule

Quarterly, from 8/15/2017 to 5/14/2018

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 8/21/2017 to 5/14/2018

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 8/28/2017 to 5/14/2018

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 8/1/2017 to 5/14/2018

G6. Increase the percentage of students scoring proficient on the FSA math by 10% .

G6.B1 Students' opportunities to real world math

G6.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 9/5/2017 to 5/14/2018

G6.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 8/21/2017 to 5/14/2018

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor

G6.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 8/14/2017 to 5/14/2018

G6.B3 Students prerequisite skill

G6.B3.S1 IXL program, CFA assessments, AVID Strategies , lunch crunch

PD Opportunity 1

Teachers will assess students and provide differentiated instruction.

Facilitator

Mangi Neelavannan District PD, Kristen Register AVID

Participants

Math Teachers

Schedule

Weekly, from 10/10/2017 to 5/21/2018

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

G7.B1 Instructional staff needs different levels of support to differentiate instruction.

G7.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 8/14/2017 to 5/14/2018

G7.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

G7.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.

Facilitator

Literacy Coaches

Participants

Instructional staff

Schedule

Weekly, from 8/1/2017 to 5/14/2018

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

G8.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G8.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 8/14/2017 to 5/14/2018

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	G2.B1.S1.A1	Administrators will participate in no less than 5 CLT and/or Team meetings per quarter	$0.00
3	G3.B1.S1.A1	Teachers will design Common Formative Assessment and use the data to drive instruction	$0.00
4	G3.B1.S2.A1	Teachers will be taught the ACE writing Strategy and implement is cross curricular	$0.00
5	G4.B1.S1.A1	Monthly PD with UMWC Consultants	$0.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0361 - Dr. David L. Anderson Middle School	Other		$0.00
		Notes: CES consultant site visits and professional development. This school year paid by a grant			

6	G5.B1.S1.A1	Provide additional opportunities for students to take classes	$0.00
7	G6.B1.S1.A1	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve	$0.00
8	G6.B1.S2.A1	Incorporate cross curriculum activities and lesson extensions	$23,869.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0361 - Dr. David L. Anderson Middle School	Title, I Part A		$23,869.00
		Notes: Cost for AVID program and training.			

9	G6.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
10	G6.B3.S1.A1	Teachers will assess students and provide differentiated instruction.	$18,543.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0361 - Dr. David L. Anderson Middle School	General Fund		$7,643.00
		Notes: Cost for the Ixel			
		0361 - Dr. David L. Anderson Middle School	Other		$10,900.00
		Notes: Cost of addition part time teacher to work lunch crunch 4 hours per day for 109 day.			

11	G7.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
12	G7.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.	$0.00
13	G8.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
14	G9.B1.S1.A1	Data driven instruction implementation	$0.00
15	G9.B1.S2.A1	Professional development opportunity	$0.00
		Total:	$42,412.00