

The School Board of Highlands County

Avon Park Middle School



2017-18 Schoolwide Improvement Plan

Avon Park Middle School

401 S LAKE AVE, Avon Park, FL 33825

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

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 90%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 71%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	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 is pending approval by the Highlands County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Avon Park Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Avon Park Middle School's mission is to prepare students to be college and career ready through a rigorous curriculum, attainable goals and positive relationship-building strategies.

To achieve this, members of the Avon Park Middle School community will provide a safe nurturing environment in which open communication, respect, and trust are cornerstones for learning and development. The diversity of people will be valued through acceptance and individuality.

Recognizing the middle school student as a complex individual, the staff will create a sensitive caring atmosphere – incorporating humor and compassion. Educational exploration and participation will be fostered in a spirit of cooperation. The community will act as a mutual resource and support the development of each student's full potential.

Belief Statement:

Instruction -we believe:

- All students will learn
- Instruction occurs when the entire instructional staff utilizes high yield instructional strategies
- A structured, safe and physically comfortable environment promotes student learning
- High expectations are necessary for high achievement
- The curriculum should prepare students for success at the next level
- Education is a shared responsibility of students, parents, staff and the community
- Instructional practices should incorporate engaging learning activities that take into account differences in learning styles

Systems – we believe:

- Communicating with parents is essential.
- That professional learning should be prescriptive and meaningful.
- Families, educators, and the community must form a partnership to support the growth and development of each student.
- Analyzing data and ongoing progress monitoring through diagnostic, formative and summative assessments are critical to determine student academic success.

Leadership- we believe:

- Growth must be continuous
- School leaders must engage in research and ongoing profession dialogue dedicated to improving teaching and learning
- Leaders must ensure that ALL students, every day, in every class receive high-quality, and rigorous instruction.
- Reflecting on teaching practices should positively impact future instruction

Culture- we believe:

- Every person at Avon Park Middle both students and adults, must treat every other person on campus with kindness, dignity and respect at all times
- It is the responsibility of each student to come to school on time every day ready to learn and to be dressed in "Academic Attire" as defined by the school's dress code, because this creates a more serious climate for

learning

- Students must be respectful citizens who value themselves, others and their environment
- Students have a responsibility in their own education to come to school with a ready mind and a willing attitude

b. Provide the school's vision statement.

Reaching For Excellence Daily

2. School Environment

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

Building relationship between teachers and students, along with learning about the culture of our students is a priority at APMS. We will do this through:

1. During the 2017-2018 school year, APMS will begin a College Bound Guys group. This will support the High School initiative with College Bound Males. Students will have the opportunity to interact with each other socially, but will be exposed to school level mentees. In future endeavors, they will visit colleges and/or universities. They will take time to set goals and monitor them. The group will have community leaders speak to them and motivate them. This group of College Bound Guys will meet biweekly.

2. Home-School connections: Teachers will have consistent communication with the parents through phone calls, parent conferences, home visits, newsletters, social media and email.

3. AVID Cultural Relevant Teaching: At APMS we will begin taking a schoolwide approach to strengthen culturally relevant knowledge and strategies across all grade levels, and age groups. As an AVID school it is critical that we empower students. Creating a culturally relevant classroom is crucial for dependent learners to become independent thinkers.

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

Before the bell rings each morning, students are invited to eat breakfast. They are then invited to go to the commons area or gym with their friends. In either instance, students are monitored by staff to ensure the safety of each student.

At the start of the school year, we hold a discipline in-service with all teachers to go over the school procedures and guidelines. Our PBIS Transformation team developed a set of GO RED :cafeteria, commons area, hallway, and school wide expectations that are posted around campus. The PBIS team is taking a very proactive approach to classroom management and student behavior. The PBIS team shared with staff the GO RED expectations. All students were invited to an assembly to discuss and review the GO RED expectations. The team developed and shared with staff a set of interventions to help build relationships between students and teachers. Building relationships with students is an important part to student achievement. APMS has a parent handbook to bridge the communication gap between home and school. The school focus is to change student behavior and provide them with incentive to think about their choices and be rewarded when they do so. Before and after school we have a plan in place that places staff members in various locations around school to monitor student travel. Our teachers are at their doors monitoring student behavior between each class period. Students are consistently encouraged to seek out guidance, deans, or administration if they have any issues on campus they need help with.

There is a zero tolerance bullying policy at Avon Park Middle School. Students are closely monitored in common areas on campus as well as their classrooms. Every classroom has a NO BULLY corner. We have also included NO CYBERBULLING as well. Respect for others is promoted in all classrooms by every teacher. Two vigilant dean and a school resource officer are also on campus. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies; APMS also has a Bully reporting box in a central location where they can report any bullying incidents and they are investigated to ensure the safety of all students.

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.

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

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.

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

MTSS team meets bi-monthly to discuss students with barriers to academic, behavior, and social success that met early warning criteria that is set by the state. Tier 2 are assessed monthly to monitor progress in Math and Language Arts. We also have additional counseling through Tri-County services. A counselor comes to school a few times a week and meets with students individually and in small groups. We have also started a check and connect mentor program that partners students with teachers to provide support to the student during the year.

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 is based on students who miss 5 days of school within a thirty day time frame.
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or Mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

MTSS Team meets bi-monthly to discuss students with barriers to academic and social success

students that fall into this category. Our MTSS team follows guidelines set out by the district. Educating the staff and parents on the MTSS process will be ongoing.

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

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	63	83	76	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	40	32	30	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	45	79	57	0	0	0	0	181
Level 1 on statewide assessment	0	0	0	0	0	0	69	62	75	0	0	0	0	206

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	51	65	63	0	0	0	0	179

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

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

While all students are regularly tracked for academic, attendance, and discipline issues, 2014 legislation requires that APMS administrators, deans and guidance counselors create and maintain a list of students with two or more early warning indicators. Once the list has been compiled, students are carefully monitored by regular checking of these factors. Students will be added to the MTSS monitoring list as needed and tracked on a bi-weekly basis. The interventions will vary depending on the two (or more) indicators. Academic interventions will depend on the need of the student. These interventions will be determined by the MTSS committee, monitored and graphed by the guidance counselor, and evaluated by the team, headed by the school psychologist. Interventions will be adjusted as determined by the MTSS team. Attendance issues will be monitored by the SARC Committee and will follow protocols set forth by county-wide SARC policy. Discipline issues will be managed by the deans and follow the protocols of the student Code of Conduct. All monitoring will involve communication with the family of each student. In addition, APMS offers intensive reading classes, intensive Language Arts, We have reading endorsed and ESOL endorsed certified ELA teachers. Students who have scored L1 or L2 are placed in core content classes with these highly trained teachers. APMS has implemented several school-wide academic and organizational strategies this year that are being assessed using student work to help with academic and organizational growth All pof our teachers will be diving into the IPG and utilizing this coaching tool to plan lessons. APMS is an AVID school and several AVID strategies are being implemented school-wide including documented use of WICOR and Cornell Note and Critical Reading Process in the content area. APMS also implemented school-wide binders that will help keep students more organized and focused on completing given assignments. During the first few days of school we each

grade level will attend a BINDER Clinic. APMS will be implementing the use of binders to improve students' organizational skills and preparedness. AVID elective students receive additional tutoring and assistance in academic and organizational areas. After school we offer a 21st century program where students can get some additional academic help.

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 available at the school site.

2. Description

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

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.

Avon Park Middle School has partnered with Avon Park Champions Club, Rotary Club, SAC and PTO to provide students and teachers with support above and beyond what the district provides. These groups help organize fundraisers and teacher recognition programs during the school year. Champions Club will also be hosting fundraisers to help support students.

This year APMS will be working with APHS to collaborate on what is best for students. We will have frequent meetings and conversation. The goal is to make sure we are preparing our cohort of students for APHS.

Social Media "Friday Flick" sent by APMS staff will be up to date information for the upcoming week. The principal also uses Remind to communicate with stakeholders.

The Facebook page and outside marquis on a very regular basis. APMS also uses Blackboard Connect, a calling service that auto-calls all parents on our roster, for whom we have current phone numbers, regarding important upcoming or emergency events. Parents can also view their child's grades using the online grading system Skyward. Open House, parent breakfast, AVID parent nights and other Parent involvement nights are offered throughout the school year to increase parent awareness and relationships.

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
Green, Page	Principal
Cornell, Jenny	Assistant Principal
Simpson, Leslie	Teacher, K-12
Lillpop, Danielle	Instructional Coach
Steedley, Erica	Teacher, K-12
Collier, Kevin	Teacher, K-12
Elder, Sharon	Teacher, ESE
Dague, Teresa	Teacher, K-12
Guerndt, Amy	Teacher, K-12

b. Duties

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

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

We use the Coaching Model to help improve instruction. The team gives support to all teachers.

Instructional Coaches:

- Attend MTSS team meetings
- Facilitate PLC weekly meetings two days per week.
- Train teachers in interventions, progress monitoring, differentiated instruction
- Provide supplemental and intensive curriculum for interventions
- Analyze data to make data driven decisions
- Keep progress monitoring notes and anecdotal of interventions implemented to determine effectiveness
- Collect data to monitor at-risk learners

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

Assistant Principal:

- Collects school-wide/ individual data
- Helps to monitor discipline, attendance and academic progress of all students,
- Actively participates on the CLT
- Makes research and data-based suggestions to guide the instructional practices of the building
- Active in observing and coaching in classrooms
- Builds strong relationships with students through frequent formal and informal contact
- Meets frequently with the principal to assure that practices in building are aligned to student achievement.

School Psychologist

- Attends MTSS meetings
- Reviews and interprets progress monitoring data
- Collaborates with MTSS team

The literacy coach (LCRT) and Math Resource Teacher (MRT) support the entire instructional staff

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

The other instructional coaches (AVID, Science, and discipline/resource) have assigned periods during which they assist content-area teachers in improving instruction, preparation, and content delivery to students. All instructional coaches are also on the CLT and actively participate in making research- and data-based decisions for their departments and the rest of the faculty.

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

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 Curriculum Leadership Team is responsible for progress monitoring of all students. They meet once per month and discuss data, then information is discussed with grade level or subject area teams. This system creates a forum for discussion of students that are not showing progress. These students are then referred to the MTSS team who makes suggestions in strategies to get results and more Intensively monitors student growth (bi-monthly) and administration follows up to ensure that these recommendations are being followed.

ELL

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

Title I Part C, Migrant

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

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities.

Title II

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

Title III

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

SAI

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

Nutrition Programs

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

Adult Education

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

Title VI

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

Homeless

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

Migrant Parent Advisory

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

Exceptional Students Education

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

IDEA

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

District Parent Advisory for Advance Academics

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

District School Advisory Council

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Page Green	Principal
Nicole Barben	Parent
Amy Guernt	Parent
Jenny Cornell	Teacher

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 2016-2017 school improvement plan had a focus on a school wide overall proficiency. Based on the results from the 2016-2017. FSA ELA results increased 1%. Percent of students proficient in Math had a 11% decrease. 8th grade Science had a 8% decrease, while 7th grade civics had a 6% decrease.

The middle school acceleration points decreased 7%.

b. Development of this school improvement plan

The objective of the SAC is to oversee and review activities concerned with improving the academic success of the students. The SAC will assist in the preparation and evaluation of the School Improvement Plan and will give advice concerning school budget. Since the SIP is a living document, SAC members during meetings will be making recommendations for change through out the entire year.

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

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

The schools annual budget and plan will be prepared by the Principal, Mrs. Green and shared with SAC as appropriate during monthly meetings.

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

School Improvement Funds are not available at this time.

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
Green, Page	Principal
Cornell, Jenny	Assistant Principal
Lillpop, Danielle	Instructional Coach

b. Duties

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

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

Major initiatives of the LLT:

- 1 The LLT will lead Professional Learning Communities twice a week, focused on a cycle of unpacking standards, assessments, and curriculum, planning lessons using the Instructional Practice Guide, and evaluating data to drive instruction.
- 2 The LLT will assist the Language Arts teachers in building their students' endurance with silent reading.
- 3 The LLT will promote a reading initiative, Accelerated Reader, which focuses on independent reading by students with comprehension accuracy as monitored by quizzes.
- 4 The LLT will assist, implement and provide professional development for campus wide reading strategies.
- 5 The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
- 6 The LLT will promote and model Literacy Rich Classrooms
- 7 The LLT will support and promote creative literacy awareness activities for Literacy Week
- 8 The LLT will focus on incorporating writing into all disciplines/classrooms. The FSA Writing rubric will be used to guide the instruction.

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.

Professional Learning Communities meet each week by either grade level or subject area. The purpose of these meetings are to discuss student achievement and plan instruction to address students needs. Time is also spent on unwrapping the Florida standards in an effort to increase awareness of the skills students need to handle multi stepped problems. PLC's will dive deep in to the core content curriculum. Teachers will continue to receive professional development to enhance their experience with the PLC process.

With the implementation of instructional shifts in math and using more complex text and tasks within Language Arts time during PLC's is used to discuss the effectiveness of the plan and how it is working at the classroom level. Making necessary adjustments as needed.

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

APMS utilizes advertisement on Highlands County Schools Website.

APMS administration collaborate with other county administrators that travel out of state to recruit new teachers. Administration provides support through Red Devil Buddies, frequent classroom visits with teachers to provide additional support. The Curriculum Leadership team provides content area support through weekly professional learning communities. Finally, Academic Coaches provide support through WICOR Walkthroughs, observations, coaching, modeling and curriculum support. Professional Development is provided often individually, in small group settings and whole group based on teacher needs. All professional development at APMS is offered at no cost to teachers. To support teachers who are new to the profession or that are new to APMS. We utilize subs to pull them from class and allow them to observe "showcase" teachers. We follow this up with a discussion using the evaluation rubric in an effort to help them become more familiar with the evaluation process.

Retention: All new and annual contract teachers are invited to weekly meetings facilitated by coaches and CLT's This group of veterans will provide insight to district and school culture, to instruct in effective teaching and learning strategies, or share highlights and concerns of teaching and classroom management.

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

Red Devil Buddies is a program at administration puts into place at APMS to support new teachers. This is used for teachers new to the school with previous teaching experience and new teachers. They are given a buddy that can help them with learning the everyday functions of the school. PEC program is for teachers in their first year of teaching. The PEC program through the district is very detailed at growing and developing a beginning teacher. During this program the teacher works with another teacher at school as well as their administrator to consistently reflect on teaching practice and support any needed improvement. In both programs, teachers are paired by subject area and level of experience.

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.

APMS ensures its core instructional programs and materials are aligned to Florida Standards in the following ways:

Newly adopted district wide math curriculum and pacing guides

Adopted district reading/language arts curriculum and pacing guide.

Weekly lesson plans are submitted in google sheets.

Standards are communicated to students by way of student friendly daily objectives written on the board.

Students use Binders to improve organizational skills and preparedness, as well as track achievement on standards based assessments and assignments.

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.

APMS provides three levels of support to the student body - intensive, regular, and advanced. For students who score below the proficient level, remediation is provided. Remediation may include

intensive classes in reading and math. These classes are typically a block period as opposed to a single period. Students that score at the significance lower level in reading are also placed in an additional single period "remediation" class where teachers work on specific data-based needs of students. Students who score at or above proficiency on state assessments have the opportunity to enroll in advanced-level classes. We continue to use the iReady computer based program that will provide our teachers more resources to differentiate in the math and reading classrooms. Our intensive and regular students will utilize this program 45 minutes each week. Advanced-level classes typically move at a faster pace and cover standards to a significant depth. Opportunities for increased enhancement are also provided at this level. We continue to grow our AVID program at APMS. To further support our ESE population we provide support facilitation models in some of our Core classrooms. We make sure now more than one third of a classroom has SWD students. We strategically schedule these students so we can group them to travel together. In the FALL 8th graders will take the PSAT. Teachers will analyze this data and begin working with students to build a road map for their success. We will utilize the Khan academy tutorials. APMS will also we pulling I-ready grouping reports to set up a Walk to Intervention schedule. All APMS teacher will be a part of this.

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: Extended School Day

Minutes added to school year: 25,000

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 7,200

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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, Â§ 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.

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

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

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

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.

This 2017-2018 All 8th graders will sit for the PSAT. This is a very important step towards understanding strengths and weaknesses before going into High School. Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Spanish, Band, Orchestra, Chorus, Art, AgriScience, or Computer Applications. In addition, 8th grade students are required to take a Career Planning class that focuses on seeking and sustaining employment. Career Planning also includes the development of a four-year High School Plan. Guidance Counselors work with both students and elective teachers in assisting students in developing their four-year plans. Selected students also have the opportunity to participate in APMS's AVID program. AVID focuses on self-monitoring of self-determined goals. During the 2017-2018 school year, APMS is using rigorous curriculums such as: SpringBoard, and EurekaMath that prepares students for the expectations of college and career.

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

CTE programs offered at APMS include: agriculture and technology at every grade level. Core content area teachers regularly infuse real-world connections into academic endeavors. Opportunities for cross-curricular projects are provided at each grade level.

Additionally, we have started technology and agriculture programs that will lead to industry certifications. This school year our 8th graders will have the opportunity to take an IC3 Spark class that they will help them in earning industry certification at Avon Park High.

We offer Spanish and Agriculture for High School credit to 8th graders

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

We continue to grow our AVID program to support students in college and career readiness. This school year we have 125 students in this program. The students also get an opportunity to earn Industry Certification in Business class.

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.

The strategies that are currently in place at APMS are as follows:

Intensive Reading class through Springboard curriculum. Intensive students receive 42 minutes extra daily for IR or IR Stretch. We also offer an 84 minute block of Core Curriculum Stretch for level 1 and 2 students.

We take ELA and Math diagnostic assessments three times a year to progress monitor students. Formative and Summative common assessments are taken within content areas and within grade levels.

8th graders will be taking the PSAT this year.

AVID students have at least one Advanced class.

We have 3 Algebra 1 classes and 1 Geometry class.

We also have a 6th grade course to move students towards Algebra 1 as 7th graders.

We offer Spanish and Agriculture to 8th graders for High School Credit.

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" 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.** Instructional staff will plan and deliver lesson, give formative and summative assessments that are fully aligned with the content standard. Teachers will give standard based feedback to students on assignments.

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. Instructional staff will plan and deliver lesson, give formative and summative assessments that are fully aligned with the content standard. Teachers will give standard based feedback to students on assignments.

1a

G098820

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	45.0
Algebra I EOC Pass Rate	65.0
Statewide Science Assessment Achievement	30.0
FSA Mathematics Achievement	35.0
Math Lowest 25% Gains	34.0
Math Gains	40.0
FSA ELA Achievement	35.0
ELA/Reading Gains	46.0
ELA/Reading Lowest 25% Gains	35.0

Targeted Barriers to Achieving the Goal 3

- Ongoing Support on effective implementation on content and Florida Standards, ELA Shifts and Mathematical practices.
- Training and modeling opportunities are needed on the continuous use of multiple data resources to drive & differentiate instruction to plan, thus resulting in the validity of grading and assignments.
- Teacher content knowledge
- Teacher Planning and Preparation
- Increase underrepresented male students promoting on time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test Item SPEcs
- IPG (Instructional Practice Guide) coaching tool
- Unpacking Standards
- Professional Learning Community
- Instructional Coaches ,ELA,Science, Math
- District Specialists: ELA, Science, Math
- AVID site team and site coordinator
- Progress monitoring Data Chats, I--ready , Common Assessments, MTSS
- SIP Regional Support

Plan to Monitor Progress Toward G1. 8

Student work and assessments

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion


Student work, teacher grade book, and lesson plans, I-ready, Science INB, Binders, Common Assessments, MTSS data

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. Instructional staff will plan and deliver lesson, give formative and summative assessments that are fully aligned with the content standard. Teachers will give standard based feedback to students on assignments. 1

G098820

G1.B1 Ongoing Support on effective implementation on content and Florida Standards, ELA Shifts and Mathematical practices. 2

B265971

G1.B1.S1 Professional development in all content areas on the IPG 4

S281925

Strategy Rationale

Teachers use tool to plan instruction, will result in students having more time in text.

Action Step 1 5

Provide ongoing PD and support for teachers on their content area standards. Analyze student work during weekly PLC

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

PLC, sign in, PLC google folder with agenda, Admin attends PLC,, Specialist attends PLC, Lesson Plans

Action Step 2 5

Instructional coaches, District Specialists, & CLT will assist teachers in analyzing student work on formative assessments during PLC

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

PLC meeting minutes, and sign in sheets, Admin attendance at PLC,

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

Admin will attend PLC, Professional and Professional Development

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

PLC Agenda, Coaches Schedule, Admin informal & formal observation schedule, PLC minutes, CLT minutes, master calendar

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

review lesson plans, informal walk through to ensure that instructions and student assignments are aligned to the grade level standard and to the rigor of the standard

Person Responsible

Page Green

Schedule

Daily, from 9/12/2017 to 5/11/2018

Evidence of Completion

TNL walk through, Feedback notes to teacher, note trends and communicate with coaches on strengths and needs

G1.B1.S2 Coaches will assist teachers in the delivery of standards based instruction and the use of the coaching cycle 4

 S281926

Strategy Rationale

There is a need to increase the rigor of instruction and the validity of the assignments being graded

Action Step 1 5

Provide coaching (differentiated) and support around Costa's Level of questioning and complex text

Person Responsible

Erica Steedley

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

student Cornell notes, student work, lesson plans, walk through, student Binders, WICO Walk throughs, Quick writes

Action Step 2 5

Provide coaching and support around the Critical reading Process to improve literacy in the content areas

Person Responsible


Danielle Lillpop

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

G1.B2 Training and modeling opportunities are needed on the continuous use of multiple data resources to drive & differentiate instruction to plan,thus resulting in the validity of grading and assignments. **2**

 B265972

G1.B2.S1 Ongoing training for teachers on the district Math,ELA and Science pacing guides. Along with ongoing Discovery Ed & google classroom training. During PLC's teachers will engage in collaborative instructions around the standards to build a shared understanding of the rigor around the standard. Teachers will also have conversation around the IPG and how to use this tool when creating instructional lessons. **4**

 S281927

Strategy Rationale

There is a need to follow the pacing guides and increase the rigor of instruction. PLC teams are connecting teacher practice and student outcomes and improving both.

Action Step 1 **5**

Teachers will receive training on how to use I-ready data to help students set perscriptive goals

Person Responsible

Page Green

Schedule

Semiannually, from 9/7/2017 to 1/22/2018

Evidence of Completion

I-ready data tracking form, student Binders,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Admin will conduct classroom walkthroughs,formative observations, check lesson plans. Admin will meet with teachers to provide guidance and coaching as needed.

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

results from classroom walkthroughs and formal observations will determine if teachers are using data to drive instructions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

PLC meetings, Admin walkthroughs and feedback, student work and data chats, progress monitoring

Person Responsible

Page Green

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

TNL. I-Ready, Student Binders, PLC agenda and minutes

G1.B4 Teacher Planning and Preparation 2

 B265974

G1.B4.S1 Train and Coach Avon Park Middle School on Professional Learning Communities 4

 S281928

Strategy Rationale

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

Action Step 1 5

Train and Coach APMS on PLC through Solution Tree

Person Responsible

Page Green

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Coaching Walkthrough

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Weekly monitoring and support of PLC by District Content Specialists

Person Responsible

Page Green

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Minutes from meeting taken by school department head

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

14 on site coaching visits by Solution Tree Staff

Person Responsible

Page Green

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Written Feedback

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student Achievement through statewide assessment and progress monitoring

Person Responsible

Page Green

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Progress monitoring district data and state data

G1.B5 Increase underrepresented male students promoting on time. 2

 B265975

G1.B5.S1 Provide underrepresented male students oppourtunity for mentorship and academic support

4

 S281929

Strategy Rationale

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

Action Step 1 5

Create a College Bound Guys Program

Person Responsible

Page Green

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Identify underrepresented male students that need additional support

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor and Follow student performance

Person Responsible

Page Green

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

grades, attendance and discipline

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Check academic progress of targeted students

Person Responsible

Page Green

Schedule

On 5/25/2018

Evidence of Completion

grades, attendance and discipline

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					
G1.B2.S1.A1 A380356	Teachers will receive training on how to use I-ready data to help students set prescriptive goals	Green, Page	9/7/2017	I-ready data tracking form, student Binders,	1/22/2018 semiannually
G1.B1.S1.MA1 M412677	review lesson plans, informal walk through to ensure that instructions and student assignments are...	Green, Page	9/12/2017	TNL walk through, Feedback notes to teacher, note trends and communicate with coaches on strengths and needs	5/11/2018 daily
G1.MA1 M412686	Student work and assessments	Green, Page	8/15/2017	Student work, teacher grade book, and lesson plans,I-ready, Science INB, Binders, Common Assessments, MTSS data	5/17/2018 weekly
G1.B1.S1.MA1 M412678	Admin will attend PLC, Professional and Professional Development	Green, Page	8/15/2017	PLC Agenda,Coaches Schedule, Admin informal & formal observation schedule, PLC minutes, CLT minutes, master calendar	5/17/2018 weekly
G1.B1.S1.A1 A380352	Provide ongoing PD and support for teachers on their content area standards. Analyze student work...	Green, Page	8/15/2017	PLC, sign in, PLC google folder with agenda, Admin attends PLC,, Specialist attends PLC, Lesson Plans	5/17/2018 weekly
G1.B1.S1.A2 A380353	Instructional coaches, District Specialists, & CLT will assist teachers in analyzing student work...	Green, Page	8/15/2017	PLC meeting minutes, and sign in sheets, Admin attendance at PLC,	5/17/2018 weekly
G1.B2.S1.MA1 M412679	PLC meetings, Admin walkthroughs and feedback, student work and data chats,pro.rgress monitoring	Green, Page	8/15/2017	TNL. I-Ready,Student Binders, PLC agenda and minutes	5/17/2018 weekly
G1.B2.S1.MA1 M412680	Admin will conduct classroom walkthroughs,formative observations, check lesson plans. Admin will...	Green, Page	8/15/2017	results from classroom walkthroughs and formal observations will determine if teachers are using data to drive instructions	5/17/2018 weekly
G1.B1.S2.A1 A380354	Provide coaching (differentiated) and support around Costa's Level of questioning and complex text	Steedley, Erica	8/17/2017	student Cornell notes, student work,lesson plans,walk through, student Binders, WICO Walk throughs, Quick writes	5/17/2018 weekly
G1.B1.S2.A2 A380355	Provide coaching and support around the Critical reading Process to improe literacy in the content...	Lillpop, Danielle	8/15/2017		5/17/2018 weekly
G1.B4.S1.MA1 M412681	Student Achievement through statewide assessment and progress monitoring	Green, Page	10/2/2017	Progress monitoring district data and state data	5/25/2018 biweekly
G1.B4.S1.MA1 M412682	Weekly monitoring and support of PLC by District Content Specialists	Green, Page	10/2/2017	Minutes from meeting taken by school department head	5/25/2018 weekly
G1.B4.S1.MA2 M412683	14 on site coaching visits by Solution Tree Staff	Green, Page	10/2/2017	Written Feedback	5/25/2018 biweekly
G1.B4.S1.A1 A380357	Train and Coach APMS on PLC through Solution Tree	Green, Page	10/2/2017	Coaching Walkthrough	5/25/2018 biweekly
G1.B5.S1.MA1 M412684	Check academic progress of targeted students	Green, Page	10/2/2017	grades, attendance and discipline	5/25/2018 one-time
G1.B5.S1.MA1 M412685	Monitor and Follow student performance	Green, Page	10/2/2017	grades, attendance and discipline	5/25/2018 monthly
G1.B5.S1.A1 A380358	Create a College Bound Guys Program	Green, Page	10/2/2017	Identify underrepresented male students that need additional support	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. Instructional staff will plan and deliver lesson, give formative and summative assessments that are fully aligned with the content standard. Teachers will give standard based feedback to students on assignments.

G1.B1 Ongoing Support on effective implementation on content and Florida Standards, ELA Shifts and Mathematical practices.

G1.B1.S1 Professional development in all content areas on the IPG

PD Opportunity 1

Provide ongoing PD and support for teachers on their content area standards. Analyze student work during weekly PLC

Facilitator

Instructional Coaches

Participants

Content teachers, Admin, Coaches, Specilaists

Schedule

Weekly, from 8/15/2017 to 5/17/2018

PD Opportunity 2

Instructional coaches, District Specialists, & CLT will assist teachers in analyzing student work on formative assessments during PLC

Facilitator

Instructional Coaches

Participants

Content teachers

Schedule

Weekly, from 8/15/2017 to 5/17/2018

G1.B1.S2 Coaches will assist teachers in the delivery of standards based instruction and the use of the coaching cycle

PD Opportunity 1

Provide coaching (differentiated) and support around Costa's Level of questioning and complex text

Facilitator

AVID coordinator, Instructional Coach

Participants

Teachers all content areas

Schedule

Weekly, from 8/17/2017 to 5/17/2018

PD Opportunity 2

Provide coaching and support around the Critical reading Process to improve literacy in the content areas

Facilitator

LCRT, Admin

Participants

All content teachers

Schedule

Weekly, from 8/15/2017 to 5/17/2018

G1.B2 Training and modeling opportunities are needed on the continuous use of multiple data resources to drive & differentiate instruction to plan,thus resulting in the validity of grading and assignments.

G1.B2.S1 Ongoing training for teachers on the district Math,ELA and Science pacing guides. Along with ongoing Discovery Ed & google classroom training. During PLC's teachers will engage in collaborative instructions around the standards to build a shared understanding of the rigor around the standard. Teachers will also have conversation around the IPG and how to use this tool when creating instructional lessons.

PD Opportunity 1

Teachers will receive training on how to use I-ready data to help students set perscriptive goals

Facilitator

I-ready rep. Christine

Participants

Teachers in the bottom quartile of VAM.

Schedule

Semiannually, from 9/7/2017 to 1/22/2018

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	Provide ongoing PD and support for teachers on their content area standards. Analyze student work during weekly PLC				\$0.00
2	G1.B1.S1.A2	Instructional coaches, District Specialists, & CLT will assist teachers in analyzing student work on formative assessments during PLC				\$0.00
3	G1.B1.S2.A1	Provide coaching (differentiated) and support around Costa's Level of questioning and complex text				\$0.00
4	G1.B1.S2.A2	Provide coaching and support around the Critical reading Process to improve literacy in the content areas				\$59,051.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$36,900.00
<i>Notes: Professional Development - Path training from AVID Center PROVIDER - AVID</i>						
	6400	120-Classroom Teachers	0111 - Avon Park Middle School	UniSIG		\$10,000.00
<i>Notes: Path Training - 20/hr for 6 hours for 30 people - classroom Summer Institute 0 20/hr for 20 hours for 7 people</i>						
	6400	130-Other Certified Instructional Personnel	0111 - Avon Park Middle School	UniSIG		\$2,400.00
<i>Notes: 20/hr for 6 hours for 10 people - other classroom</i>						
	6400	220-Social Security	0111 - Avon Park Middle School	UniSIG		\$911.41
<i>Notes: 7.65%</i>						
	6400	730-Dues and Fees	0111 - Avon Park Middle School	UniSIG		\$5,600.00
<i>Notes: AVID Summer Institute PROVIDER - AVID 8 Registrations at \$700</i>						
	6400	330-Travel	0111 - Avon Park Middle School	UniSIG		\$3,240.00
<i>Notes: AVID Summer Institute</i>						
5	G1.B2.S1.A1	Teachers will receive training on how to use I-ready data to help students set prescriptive goals				\$0.00
6	G1.B4.S1.A1	Train and Coach APMS on PLC through Solution Tree				\$224,948.59
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$13,000.00
<i>Notes: Priority Schools Needs Assessment - 2 days onsite PROVIDER - SOLUTION TREE</i>						

Highlands - 0111 - Avon Park Middle School - 2017-18 SIP
Avon Park Middle School

	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$6,500.00
			<i>Notes: Descriptive Overview of the PLC work and the focus of the work this school year. 1 day onsite OR 1/2 day with leadership and 1/2 day with staff, onsite PROVIDER - SOLUTION TREE</i>			
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$91,000.00
			<i>Notes: Embedded Coaching 10 days onsite PROVIDER - SOLUTION TREE</i>			
	6400	310-Professional and Technical Services	0111 - Avon Park Middle School	UniSIG		\$39,000.00
			<i>Notes: Content-specific professional development – determined by the Needs Assessment 4-days, onsite PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$1,438.20
			<i>Notes: How to Leverage PLCs for School Improvement - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$419.40
			<i>Notes: Concise Answers to FAQ - 20 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$1,258.20
			<i>Notes: Learning by Doing, 3rd Edition - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	510-Supplies	0111 - Avon Park Middle School	UniSIG		\$646.20
			<i>Notes: School Improvement for All - 60 copies @40% discount PROVIDER - SOLUTION TREE</i>			
	6400	500-Materials and Supplies	0111 - Avon Park Middle School	UniSIG		\$700.00
			<i>Notes: SchoVideo Library - 10 licenses PROVIDER - SOLUTION TREE</i>			
	6400	120-Classroom Teachers	0111 - Avon Park Middle School	UniSIG		\$53,234.43
			<i>Notes: Extended PLC Day for Teachers (26 weeks, 2 hours a week, 28 teachers, teacher's hourly rate)</i>			
	6400	220-Social Security	0111 - Avon Park Middle School	UniSIG		\$3,912.73
			<i>Notes: Extended PLC Day for Teachers - Social Security 7.65%</i>			
	6400	210-Retirement	0111 - Avon Park Middle School	UniSIG		\$4,072.43
			<i>Notes: Extended PLC Day for Teachers - Retirement 7.51%</i>			
	7200	790-Miscellaneous Expenses	0111 - Avon Park Middle School	UniSIG		\$9,767.00
			<i>Notes: indirect costs</i>			
7	G1.B5.S1.A1	Create a College Bound Guys Program				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Highlands - 0111 - Avon Park Middle School - 2017-18 SIP
Avon Park Middle School

	5100	330-Travel	0111 - Avon Park Middle School	UniSIG		\$8,000.00
			<i>Notes: College field trips for college bound guys (can included but not limited to Florida Gulf Coast, South Florida State College, University of Florida, University of Central Florida, Florida Southern, Webber University, South Eastern)</i>			
					Total:	\$292,000.00