Avon Park Middle School

2019-20 Schoolwide Improvement Plan

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Avon Park Middle School

401 S LAKE AVE, Avon Park, FL 33825

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

Demographics

Principal: Kimberly Riley   Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (44%) 2016-17: D (39%) 2015-16: C (46%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Motto:
Reaching Excellence Daily- Go RED!

Mission:
Through a shared vision, humility, communication, transparency and core values, Avon Park Middle school will prepare students to be college and career ready by involving ALL students in a rigorous curriculum, attainable goals, and positive relationship-building.

Provide the school's vision statement.

Vision:
The learning community of Avon Park Middle School will achieve academic excellence by elevating our own professional learning to support increased student achievement.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Green, Page	Principal	
Simpson, Leslie	Teacher, K-12	
Collier, Kevin	Teacher, K-12	
Dague, Teresa	Teacher, K-12	
Guerndt, Amy	Teacher, K-12	
Lillpop, Danielle	Assistant Principal	
Vazquez, Katlyn	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	254	200	180	0	0	0	0	634
Attendance below 90 percent	0	0	0	0	0	0	58	51	61	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	13	4	2	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	57	50	38	0	0	0	0	145
Level 1 on statewide assessment	0	0	0	0	0	0	104	92	80	0	0	0	0	276

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	55	63	0	0	0	0	163

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	7	4	4	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	10	4	9	0	0	0	0	23

FTE units allocated to school (total number of teacher units)
34

Date this data was collected or last updated
Friday 9/13/2019

Prior Year - As Reported

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	21	44	64	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	75	91	0	0	0	0	166
Course failure in ELA or Math	0	0	0	0	0	0	0	84	94	0	0	0	0	178
Level 1 on statewide assessment	0	0	0	0	0	0	77	85	117	0	0	0	0	279

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	79	104	0	0	0	0	183

Prior Year - Updated

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	44	55	79	0	0	0	0	178
One or more suspensions	0	0	0	0	0	0	77	63	54	0	0	0	0	194
Course failure in ELA or Math	0	0	0	0	0	0	105	99	94	0	0	0	0	298
Level 1 on statewide assessment	0	0	0	0	0	0	81	72	104	0	0	0	0	257

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	88	83	168	0	0	0	0	339

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	45%	54%	34%	46%	52%
ELA Learning Gains	41%	47%	54%	45%	50%	54%
ELA Lowest 25th Percentile	33%	36%	47%	35%	37%	44%
Math Achievement	42%	52%	58%	34%	51%	56%
Math Learning Gains	47%	52%	57%	39%	53%	57%
Math Lowest 25th Percentile	36%	40%	51%	33%	47%	50%
Science Achievement	36%	42%	51%	26%	37%	50%
Social Studies Achievement	66%	63%	72%	44%	58%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	254 (0)	200 (0)	180 (0)	634 (0)
Attendance below 90 percent	58 (21)	51 (44)	61 (64)	170 (129)
One or more suspensions	13 (0)	4 (75)	2 (91)	19 (166)
Course failure in ELA or Math	57 (0)	50 (84)	38 (94)	145 (178)
Level 1 on statewide assessment	104 (77)	92 (85)	80 (117)	276 (279)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	44%	-8%	54%	-18%
	2018	38%	44%	-6%	52%	-14%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	35%	40%	-5%	52%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	30%	39%	-9%	51%	-21%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
08	2019	36%	46%	-10%	56%	-20%
	2018	42%	53%	-11%	58%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	31%	44%	-13%	55%	-24%
	2018	33%	44%	-11%	52%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	42%	49%	-7%	54%	-12%
	2018	33%	48%	-15%	54%	-21%
Same Grade Comparison		9%				
Cohort Comparison		9%				
08	2019	38%	44%	-6%	46%	-8%
	2018	18%	36%	-18%	45%	-27%
Same Grade Comparison		20%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	34%	41%	-7%	48%	-14%
	2018	34%	43%	-9%	50%	-16%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	60%	4%	71%	-7%
2018	43%	54%	-11%	71%	-28%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		21%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	52%	48%	61%	39%
2018	87%	53%	34%	62%	25%
Compare		13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018	100%	56%	44%	56%	44%
Compare		-100%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	35	26	27	48	45	18	60			
ELL	17	26	28	17	46	35					
BLK	22	29	25	24	43	40	20	64	15		
HSP	33	38	36	38	45	30	33	58	54		
MUL	54	67		46	50						
WHT	51	52	46	60	53	44	51	81	55		
FRL	32	37	33	36	45	35	27	63	37		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	39	28	18	38	30	20	18			
ELL	11	49	56	14	35	30	9	18			
BLK	25	44	41	25	37	30	24	30	80		
HSP	34	45	43	30	39	35	32	36	73		
MUL	48	41		36	48						
WHT	55	51	42	58	56	46	55	54	81		
FRL	35	46	42	34	42	36	34	37	75		

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	29	24	13	25	18	5	7			
ELL	6	28	11	17	37	33		17			
BLK	22	36	39	21	33	31	10	38	44		
HSP	32	46	34	32	39	34	25	43	55		
MUL	34	41		33	35		30				
WHT	47	51	32	48	45	34	44	53	86		
FRL	31	43	34	29	36	32	22	43	56		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lowest Quartile showed the lowest performance with 33% of students making learning gains. The lack of fidelity with implementing interventions and a viable curriculum were the greatest contributing factors. The trend is the entire district dropped in this area, and it is the lowest performance area for the district overall.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ELA Lowest Quartile showed the greatest decline with a decrease of 10%. The lack of fidelity with implementing interventions and a viable curriculum were the greatest contributing factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement has the greatest gap when compared to the state average. APMS has 42% proficiency as compared to the state at 58%. Teacher capacity was the largest contributing factor as well as a lack of foundational skills.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement showed the most improvement with an increase of 25%. We implemented a new path for social studies progression with the addition of a Law Studies course for struggling readers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern is attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lowest Quartile
2. Subpops
3. Math Achievement
4. Science Achievement
5. Social Studies Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest Quartile
Rationale	ELA Lowest Quartile is the lowest component.
State the measurable outcome the school plans to achieve	39% of Lowest Quartile students will make learning gains on the 2020 FSA ELA.
Person responsible for monitoring outcome	Danielle Lillpop (lillpopd@highlands.k12.fl.us)
Evidence-based Strategy	AVID Critical Reading Process, Instructional Practice Guide for planning and walkthroughs, Achieve the Core Expert Packs, Whole Class Choral Reading.
Rationale for Evidence-based Strategy	AVID Critical Reading Process and Instructional Practice Guides provide a school wide structure for implementing and scaffolding complex texts. Achieve the Core Expert Packs and Whole Class Choral Reading are research based strategies that provide structure for the ELA class.

Action Step	
Description	1. Train teachers on Whole Class Choral Reading 2. Modify lesson planning to incorporate Instructional Practice Guide and AVID Critical Reading 3. Implement Achieve the Core Expert Packs 4. Instructional Practice Guide walks and teacher conferences 5. Professional Learning Communities 6. Reading Endorsement for all ELA teachers
Person Responsible	Danielle Lillpop (lillpopd@highlands.k12.fl.us)

#2	
Title	Subpopulation Achievement
Rationale	ELL, African American, Hispanic, Economically Disadvantaged, and ESE students scored below 41% proficient.
State the measurable outcome the school plans to achieve	We will increase proficiency by at least 3% on the 2020 FSA ELA and Math for the following sub-populations: ELL, African American, Hispanic, Economically Disadvantaged, and ESE.
Person responsible for monitoring outcome	Danielle Lillpop (lillpopd@highlands.k12.fl.us)
Evidence-based Strategy	Students will receive prescriptive intervention classes in ELA or Math. ELL students will receive language supports such as ELL Paraprofessional and multilinguistic curriculum supports.
Rationale for Evidence-based Strategy	Students need English instruction in the core content areas. Integrating ELL supports will allow students to experience success in language acquisition. All students scoring below proficiency need differentiated instruction to fill any skill deficits.
Action Step	
Description	1. Prescriptively schedule students 2. Prescriptively schedule ELL Para 3. Provide students with multilinguistic curriculums 4. Provide Tier 2 and 3 interventions as needed
Person Responsible	Page Green (greenp@highlands.k12.fl.us)

#3	
Title	Math Achievement
Rationale	42% of students were proficient on FSA Math, while this is a 5% increase from the previous year, this area remains significantly below the state average.

State the measurable outcome the school plans to achieve	47% of students will score proficient on the 2020 FSA Math.
Person responsible for monitoring outcome	Katlyn Vazquez (vazquezk@highlands.k12.fl.us)
Evidence-based Strategy	AVID Focused Notes, Focus on fluency, Instructional Practice Guide planning tool and walkthroughs.
Rationale for Evidence-based Strategy	AVID Focused Notes are a proven strategy for increasing retention of content. An increase in fluency will allow students to be more successful with on grade level content. The Instructional Practice Guide will provide a common structure for math lessons and guide teacher coaching cycles.

Action Step	
Description	1. Train teachers on AVID Focused Notes 2. Implement Instructional Practice Guide lesson planning 3. Complete Instructional Practice Guide walkthroughs and coaching cycles 4. Daily fluency activities 5. Professional Learning Communities
Person Responsible	Katlyn Vazquez (vazquezk@highlands.k12.fl.us)

#4	
Title	Science Achievement
Rationale	36% of APMS 8th grade students were proficient on the State Science Assessment, which is 15% below the state average.
State the measurable outcome the school plans to achieve	41% of APMS 8th grade students will score proficient on the 2020 State Science Assessment.
Person responsible for monitoring outcome	Page Green (greenp@highlands.k12.fl.us)
Evidence-based Strategy	Interactive Notebooks, 5 E Lesson Model, AVID Critical Reading and Focused Note Taking.
Rationale for Evidence-based Strategy	The 5E model is a research based tool for designing effective lessons. Interactive notebooks and AVID Critical Reading/Note Taking will increase student retention of content.
Action Step	
Description	1. Train teachers in interactive notebooks 2. AVID training for Critical Reading & Focused Note taking 3. Modify planning tool to include 5E and Instructional Practice Guide 4. Modeling of effective science lessons 5. Professional Learning Communities
Person Responsible	Page Green (greenp@highlands.k12.fl.us)

#5	
Title	Social Studies Achievement
Rationale	66% of students scored proficient on the Civics EOC. The modified track for social studies courses will increase the number of students taking the Civics EOC this school year.
State the measurable outcome the school plans to achieve	68% of students will score proficient on the 2020 Civics EOC.
Person responsible for monitoring outcome	Danielle Lillpop (lillpopd@highlands.k12.fl.us)
Evidence-based Strategy	AVID Critical Reading Process and Focused Note Taking, 5E Lesson Model.
Rationale for Evidence-based Strategy	The AVID Critical Reading Process will support students in reading complex texts. AVID Focused Note Taking will increase student retention of content. The 5E lesson model is a research based tool for planning effective lessons.
Action Step	
Description	1. Train teachers in AVID Critical Reading Process 2. Train teachers in AVID Focused Notes 3. Implement 5E lesson planning tools 4. Model effective lessons 5. Professional Learning Communities
Person Responsible	Danielle Lillpop (lillpopd@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Attendance: Attendance Task Force will monitor attendance and plan supports and interventions.

Safety: We will implement all new safety statutes

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Continue to increase parent involvement with back to school orientation, SAC, parent breakfast, report card pick-up night, curriculum night, parent conferences, AVID parent nights, and any other parent involvement event. Community stakeholders are invited to join us for College and Career Week and AVID walk-throughs. Mentors will be invited to dinners and various events with all mentors and mentees.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. All students receive the Monique Burr Foundation curriculum and a minimum of 5 hours instruction in social emotional learning. We have a system in place to send staff to a 6 hour course for youth mental health and first aid training.

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. At curriculum night each department presents academic and curriculum expectations.

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.

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 MTSS 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. The MTSS team makes suggestions in strategies to get results and monitors student growth (bi-monthly).

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.

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.

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
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.

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

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, Chorus, and Business. 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. The APMS AVID program has partnered with Sevigny & Associates Eye Care to further our implementation of the school wide AVID program. During the 2019 - 2020
school year, APMS is using rigorous curriculums such as: SpringBoard and EngageNY
that prepares students for the expectations of college and career.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Lowest Quartile	$0.00
2	III.A.	Areas of Focus: Subpopulation Achievement	$0.00
3	III.A.	Areas of Focus: Math Achievement	$0.00
4	III.A.	Areas of Focus: Science Achievement	$0.00
5	III.A.	Areas of Focus: Social Studies Achievement	$0.00
		Total:	$0.00