

Avon Park Middle School



2014-15 School 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

Middle

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To prepare students to be college and career ready through a rigorous curriculum, attainable goals and positive relationship-building strategies.

Provide the school's vision statement

Reaching For Excellence Daily

School Environment

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

One of the goals of the new Administration at Avon Park Middle School was to establish a teamwork atmosphere at the school. During pre-week many activities were planned to work collaboratively to plan for the year and have a fun environment. We meet each week with grade levels and subject area to plan lessons, and discuss student data concerns. Additionally, administration recognizes teachers for the accomplishments they have throughout the year. We operate an open door policy where staff members feel comfortable with speaking to us.

Through our Avid program and school focus on Covey, our teachers understand the importance of establishing a relationship with students that will help foster learning. They spend time during the first weeks of school doing get to you type activities, this is also continued during the year through school wide incentive programs that reward grades and behavior.

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

At the start of the school year, we hold a discipline in-service with all teachers to go over the school procedures and guidelines. They are also given tips on classroom management ideas for establishing relationships with their students. When the students return each grade level attends a assembly where students are introduced to our guidance counselors and front office staff.

There is a zero bullying policy at Avon Park Middle School. Students are closely monitored in common areas on campus as well as their classrooms. Respect for others is promoted in all classrooms by every teacher. A vigilant dean and school resource officer are also implemented. 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.

We employ PBS-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. Administrators and other faculty members on within sight at transition times, on the bus ramp and in the parent pick-up area every day for students, parents, and other stakeholders to interact with as needed.

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

Our district has a code of student conduct that outlines consequences for infractions on campus. In addition, we have a school wide plan that provides teachers with a clear expectation of what is to be handled within the classroom and what should be referred to the office. This plan includes parent contacts, silent lunch, writing packets, and other classroom interventions. During the first days of school, we hold grade-level assemblies where the code of conduct is reviewed. To provide students incentives for good behavior we have a positive behavior support committee that plans events each nine weeks. These are in the form of Devil Dollars, Devil Pride Cards and reward parties throughout the year.

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 and social success that met early warning criteria that is set by the state.

Early Warning Systems

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	7	13	33
One or more suspensions	76	71	58	205
Course failure in ELA or Math	17	5	11	33
Level 1 on statewide assessment	46	52	54	152

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	15	18	12	45

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

Our master schedule was developed with assistance classes planned into the day. When we have a student falling behind in a class we will have the flexibility to pull them from their elective classroom to provide a small classroom setting to catch up on their work.

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, including Read 180 and System 44 for reading students, and pull-out remediation for students who have been identified as scoring at level one (L1) or level two (L2) on a state assessment and Intensive Math Classes for level one (L1) and level two (L2) on the state math assessment who have a teacher recommendation. The majority of our teachers are reading endorsed or certified. 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 artifacts to help with academic and organizational growth. APMS is an AVID school and several AVID strategies are being implemented school-wide including documented use of WICOR and Cornell Notes. AVID elective students receive additional tutoring and assistance in academic and organizational areas.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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.

Monthly a newsletter, "Redlines," is sent home with every student in Spanish and English. APMS updates its webpage and outside marquis on a very regular basis. APMS also uses Connect Ed, a calling service that auto-calls all parents on our roster, for whom we have current phone numbers, regarding important upcoming or emergency events. AVID Parent nights are scheduled to occur 5 times during the 14-15 School year. Open House, parent breakfast and Academic Showcases are offered throughout the school year to increase parent awareness and relationships.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Lambert, Seth	Principal
Thayer, Jessica	Assistant Principal
Albritton, Linda	Dean
Davis, Lori	Instructional Coach
DeWitt, Jennifer	Instructional Coach
Eures, Katherine	Instructional Coach
Hunter, Rhonda	Teacher, K-12
Roman, Linda	Teacher, K-12
Pollitt, Melinda	Instructional Coach
Pierce, Margaret	Teacher, K-12
Pereira, Christine	Teacher, K-12

Duties

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.

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.

The assistant principal 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, 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 to assure that practices in building are aligned to student achievement.

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 (writing/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.

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, FCAT 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. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

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.

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Thayer	Principal
Andrea Brown	Parent
Dawn Miller	Parent
Stacie Free	Parent
Katherine Eures	Teacher
Nicole Barben	Parent
Kathleen Border	Parent
Rayann Gullett	Parent
Erin Lozier	Parent
Sharon Avedisian	Parent
Bettye Hart	Teacher
Dawn Crosson	Teacher
Nicole Schlosser	Parent
Sheila Carter	Parent
Aletat Oldfield	Parent
Gypsie Ralston	Parent
Amy Guernt	Parent
Thad Renfield	Parent
Seth Lambert	Principal

Duties

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

Evaluation of last year's school improvement plan

Last years school improvement plan had a focus on a school wide writing initiative. Based on the results from the 2013-2014 FCAT writing results, APMS had a 9% increase in proficient students. Avon Park Middle School also showed growth in overall learning gains in reading (10%), Lowest quartile Reading (14%) and percent of students satisfactory (2%)

Development of this school improvement plan

In July 2014, our curriculum leadership team met for two days and reviewed student data from the previous year. During a series of data analysis activities we developed a professional development plan for the school year based on Reading, Math, Writing and Science goals. The professional development sessions focused on using WICOR (AVID) strategies that were learned at AVID Summer Institute in which many of our teachers attended. Our team also developed a plan to map the curriculum based on the test item specifications and Florida Standards. 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.

Preparation of the school's annual budget and plan

Over the summer of 2014, there was a complete administration change at APMS. The 2014-2015 operating budget was set by prior administration. The current administration was able to develop a budget using Title One funds. Administration, along with our academic coaches, budgeted a

remediation component and brought in additional para-professionals to assist in our lowest learners classrooms.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Albritton, Linda	Dean
Davis, Lori	Instructional Coach
DeWitt, Jennifer	Instructional Coach
Eures, Katherine	Instructional Coach
Hunter, Rhonda	Teacher, K-12
Lambert, Seth	Principal
Pereira, Christine	Teacher, K-12
Pierce, Margaret	Teacher, K-12
Pollitt, Melinda	Instructional Coach
Roman, Linda	Teacher, K-12
Thayer, Jessica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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 based on their previous interest in literacy as evidenced by their completion of Content Area

Reading Professional Development (CAR-PD).

Major initiatives of the LLT:

1. "Read Like A Rock Star:" - A month long literacy initiative that encourages students to read independently. Administrators, teachers, and staff members will reward students for "Reading like A Rockstar" thought the school day randomly.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
3. Accelerated Reader - Teachers will promote a reading initiative that focuses on individual reading

- by students on their lexile level with comprehension accuracy as monitored by quizzes.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
 5. The LLT will promote and model Literacy Rich Classrooms
 6. The LLT will focus on incorporating writing into all disciplines/classrooms. A school-wide rubric has been developed for all teachers to use to develop students' writing skills across the curriculum.
 7. The LLT will support and promote creative literacy awareness activities for Literacy Week
 8. A school-wide rubric has been developed for all teachers to use to develop students' writing skills across the curriculum.

Public and Collaborative Teaching

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

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 is to discuss student achievement and plan instruction to address students needs.

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. 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 bi-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.

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. PEC program is for teachers in their first year of teaching. In both programs, teachers are paired by subject area and level of experience.

Red Devil Buddies:

Ferguson – Roman

Seaser – Galas

Zoky – C. Hunter

Guernt – Hart

Pressley – Girafalo

Veith – Pereira

Barnes – Crain

Goodwin – Reser

Dauge – Crosson

Jackson – Elder

Council – Wirres

Manus – Fedrico

Bustin - Goudge

Rivers - Eures

Hunter - DeWitt

PEC:

Rivers - Eures

Jackson - Davis
Hunter - DeWitt

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Avon Park Middle School has instructional support coaches for Math, Reading, Writing/AVID and Science. They work collaboratively with the teachers in these subjects to map the curriculum based on the standards and the test item specifications through Professional Learning Communities (PLC). Our district also provides support with content area specialist who provide training and support in the materials that are provided in the adoption and the alignment of curriculum to the standards.

Instructional Strategies

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 disfluent level in reading are also placed in an additional single period "remediation" class where teachers work on specific data-based needs of students. Both reading and math students who score below proficiency levels are provided with opportunities for "pull-out" instruction during elective classes. Students who score at or above proficiency on state assessments have the opportunity to enroll in advanced-level classes. 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

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

Pending Federal approval for the 14-15 school year - 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: 3,120

Afterschool tutoring at Avon Park High School provided by Webber University Student funding through United Way

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

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

Student Transition and Readiness

PreK-12 Transition

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

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.

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 programme and the Career Academy. Counselors also come to help students design their schedules and answer questions that students may have about high school in general or APHS specifically.

College and Career Readiness

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

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: 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 2014-2015 school year, APMS is using SpringBoard, the county-adopted language arts text, which is a rigorous language arts programs that prepares students for the expectations of college and career.

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. In addition, community resources and partnerships such as Junior Achievement, Nursery Growers' Association, and Florida Farm Bureau are all utilized to provide rich, real-world experiences for students.

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

The AVID program we are implementing is designed to support students in college and career readiness.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.
- G2.** Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%.
- G3.** Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).
- G4.** Math and LA teachers will work collaboratively to develop curriculum maps for new textbooks (adopted 14-15) to improve reading and math proficiency (Math +5%; Reading +5%).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment. 1a

G047549

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Teachers will attend PLC's bi-weekly. During planning, teachers will discuss student data and writing artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.
- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence based writing
- School-Wide Writing Rubric (FSA Rubric)

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of new rubric

Plan to Monitor Progress Toward G1. 8

Student Progress Monitoring Data; Classroom and teacher Observations

Person Responsible

Lori Davis

Schedule

Monthly, from 10/21/2014 to 2/27/2015

Evidence of Completion

Progress Monitoring Data

G2. Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%. 1a

G047521

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal 2

- Orlando Science Center, Florida Standards, CPalms, APMS Science Coach, Highlands County Science Specialist

Targeted Barriers to Achieving the Goal 3

- Implementation of instructional strategies learned into the classroom

Plan to Monitor Progress Toward G2. 8

Performance Matters Science Baseline Test, Common Grade Level Assessments, Informal/Formal Observations

Person Responsible

Seth Lambert

Schedule

Monthly, from 8/20/2014 to 9/24/2014

Evidence of Completion

Student growth, teacher instructional improvement

G3. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%). 1a

G042596

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
FAA Reading Proficiency	96.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- Professional Development, WICOR Walkthrough Forms, AVID Walkthroughs, AVID Resources (Site Team, Company/Grant Support, Curriculum)

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability

Plan to Monitor Progress Toward G3. 8

Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments

Person Responsible

Katherine Eures

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed

G4. Math and LA teachers will work collaboratively to develop curriculum maps for new textbooks (adopted 14-15) to improve reading and math proficiency (Math +5%; Reading +5%). 1a

G042547

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Reading - All Students	63.0
Middle School Performance in EOC and Industry Certifications	95.0

Resources Available to Support the Goal 2

- Florida Standards, CPALMS, Full-time Math and Reading Coach, Professional Learning Communities scheduled weekly

Targeted Barriers to Achieving the Goal 3

- Timeframe is limited for teachers to fully plan and map together

Plan to Monitor Progress Toward G4. 8

Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments; Curriculum Maps

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed

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. Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment. **1**

 G047549

G1.B1 Teacher understanding of new rubric **2**

 B118403

G1.B1.S1 Time spent examining the rubric and measuring student work according to the rubric will provide opportunities to interact with the instrument in a real way. **4**

 S130177

Strategy Rationale

Teacher understanding of rubric

Action Step 1 **5**

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level through Write Score.

Person Responsible

Lori Davis

Schedule

On 10/20/2014

Evidence of Completion

Write Score Results

Action Step 2 5

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level through APMS created progress monitoring.

Person Responsible

Lori Davis

Schedule

Quarterly, from 10/21/2014 to 2/27/2015

Evidence of Completion

Student worked; teacher graded based on the FSA Rubric

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

Calibration of teachers based on student work using Write Score Grading based on FSA Rubric

Person Responsible

Lori Davis

Schedule

On 10/20/2014

Evidence of Completion

Student work

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

Teacher graded student work (after Write Score professional development)

Person Responsible

Lori Davis

Schedule

On 2/27/2015

Evidence of Completion

Teacher graded student work

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

Calibration of teachers based on student work

Person Responsible

Lori Davis

Schedule

Biweekly, from 10/21/2014 to 2/27/2015

Evidence of Completion

Student graded work

G2. Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%. 1


 G047521

G2.B1 Implementation of instructional strategies learned into the classroom 2

 B118321

G2.B1.S1 Science Coach and Science Specialist will observe, model, coach and help implement rigorous, engaging instructional practices modeled by Orlando Science Center into APMS classrooms

4

 S130099

Strategy Rationale

Student engagement

Action Step 1 5

Orlando Science Center will model rigorous, engaging student experiments for teacher and students

Person Responsible

Jennifer DeWitt

Schedule

Every 2 Months, from 10/22/2014 to 1/16/2015

Evidence of Completion

Schedule of events

Action Step 2 5

APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.

Person Responsible

Jennifer DeWitt

Schedule

Weekly, from 10/22/2014 to 3/31/2015

Evidence of Completion

Performance Matters progress monitoring, common assessment for each grade level

Action Step 3 5

Bi-Weekly PLC Meetings

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Common Lesson Plans and Assessments

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

Progress Monitor Student Performance (Performance Matters, Common Assessments)

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 9/19/2014 to 3/31/2015

Evidence of Completion

Common Assessments, Performance Matters Data

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

Bi-Weekly PLC Meetings

Person Responsible

Jennifer DeWitt

Schedule

Biweekly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Common Lesson Plans and Assessments

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

Increased level of instructional practices according to Danielson Framework

Person Responsible

Seth Lambert

Schedule

Monthly, from 8/20/2014 to 6/2/2015


Evidence of Completion

Improvement on domains 2 and 3 on informal and formal observations (instructional practices)


G3. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%). **1**

 G042596

G3.B1 Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability **2**

 B110365

G3.B1.S1 Based on previous scores and teacher evaluations, determine with WICOR strategies need to be taught with the AVID Site Team and design scheduled professional development (with followup) throughout the year. **4**

 S121825

Strategy Rationale

Determine what skills teachers are lacking knowledge

Action Step 1 **5**

Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores

Person Responsible

Seth Lambert

Schedule

Every 6 Weeks, from 8/12/2014 to 3/31/2015

Evidence of Completion

Lesson Plans, Information and Formal Observations; WICOR Walkthroughs

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

WICOR Walkthroughs (Instructional Coaching Staff); Informal and Formal Observation (Administration) will be conducted weekly to determine if implementation of WICOR strategies is occurring.

Person Responsible

Seth Lambert

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, WICOR Walkthroughs, Information and Formal Observations

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

The strategy will be monitored for effectiveness at reducing or eliminating the barrier through various forms of Progress Monitoring and student success on WICOR strategies

Person Responsible

Seth Lambert

Schedule

Weekly, from 8/20/2014 to 6/4/2015


Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards


G4. Math and LA teachers will work collaboratively to develop curriculum maps for new textbooks (adopted 14-15) to improve reading and math proficiency (Math +5%; Reading +5%). 1

 G042547

G4.B1 Timeframe is limited for teachers to fully plan and map together 2

 B103845

G4.B1.S1 Set time for PLC; Math and Literacy Coach will provide detailed curriculum support for more in depth lesson planning and curriculum mapping 4

 S114976

Strategy Rationale

No other meetings or responsibilities will interfere with teacher PLC time; Eliminate teacher time so that more strategies can be focused on instructional delivery

Action Step 1 5

Math Coach will align the standards to the textbook and calendar so that all standards are covered

Person Responsible

Melinda Pollitt

Schedule

Evidence of Completion

Curriculum Map Skeleton

Action Step 2 5

ELS Coach will align and the standards to the textbook and calendar so that all standards are covered

Person Responsible

Katherine Eures

Schedule

Evidence of Completion

Curriculum Map Skeleton

Action Step 3 5

Determine a set time for grade level, content area PLC so that time is uninterrupted.

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Calendar

Action Step 4 5

Maintain, Create and Implement a Math Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping

Person Responsible

Melinda Pollitt

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Curriculum Map for two weeks at a time will be created in detail at every PLC

Action Step 5 5

Maintain, Create and Implement a ELA Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping

Person Responsible

Katherine Eures

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Curriculum Map for two weeks at a time will be created in detail at every PLC

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

Verification of curriculum map through lesson plan turned into evaluation administrator (ELA)

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

All standard with instructional strategies to implement into the classroom will be evident in the lesson plan

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

Verification of curriculum map through lesson plan turned into evaluation administrator (Math)

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

All standard with instructional strategies to implement into the classroom will be evident in the lesson plan

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

Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - MATH

Person Responsible

Seth Lambert

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards. Completed Math Curriculum Maps

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

Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - ELA

Person Responsible

Jessica Thayer

Schedule

Biweekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring student scores and understanding based on the Florida Standards. Completed ELA Curriculum Maps

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores	Lambert, Seth	8/12/2014	Lesson Plans, Information and Formal Observations; WICOR Walkthroughs	3/31/2015 every-6-weeks
G4.B1.S1.A1	Math Coach will align and the standards to the textbook and calendar so that all standards are covered	Pollitt, Melinda	8/4/2014	Curriculum Map Skeleton	one-time
G2.B1.S1.A1	Orlando Science Center will model rigorous, engaging student experiments for teacher and students	DeWitt, Jennifer	10/22/2014	Schedule of events	1/16/2015 every-2-months
G1.B1.S1.A1	Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater	Davis, Lori	10/20/2014	Write Score Results	10/20/2014 one-time

Highlands - 0111 - Avon Park Middle School - 2014-15 SIP
Avon Park Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	reliability to ensure assessment continuity across each grade level through Write Score.				
G4.B1.S1.A2	ELS Coach will align and the standards to the textbook and calendar so that all standards are covered	Eures, Katherine	8/4/2014	Curriculum Map Skeleton	one-time
G2.B1.S1.A2	APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.	DeWitt, Jennifer	10/22/2014	Performance Matters progress monitoring, common assessment for each grade level	3/31/2015 weekly
G1.B1.S1.A2	Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level through APMS created progress monitoring.	Davis, Lori	10/21/2014	Student worked; teacher graded based on the FSA Rubric	2/27/2015 quarterly
G4.B1.S1.A3	Determine a set time for grade level, content area PLC so that time is uninterrupted.	Thayer, Jessica	8/15/2014	Calendar	6/4/2015 biweekly
G2.B1.S1.A3	Bi-Weekly PLC Meetings	DeWitt, Jennifer	8/15/2014	Common Lesson Plans and Assessments	5/29/2015 biweekly
G4.B1.S1.A4	Maintain, Create and Implement a Math Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping	Pollitt, Melinda	8/15/2014	Curriculum Map for two weeks at a time will be created in detail at every PLC	6/4/2015 biweekly
G4.B1.S1.A5	Maintain, Create and Implement a ELA Agenda for each grade level for PLC's so that time is maximized for teacher collaboration and mapping	Eures, Katherine	8/15/2014	Curriculum Map for two weeks at a time will be created in detail at every PLC	6/4/2015 biweekly
G1.MA1	Student Progress Monitoring Data; Classroom and teacher Observations	Davis, Lori	10/21/2014	Progress Monitoring Data	2/27/2015 monthly
G1.B1.S1.MA1	Calibration of teachers based on student work	Davis, Lori	10/21/2014	Student graded work	2/27/2015 biweekly
G1.B1.S1.MA1	Calibration of teachers based on student work using Write Score Grading based on FSA Rubric	Davis, Lori	10/20/2014	Student work	10/20/2014 one-time
G1.B1.S1.MA2	Teacher graded student work (after Write Score professional development)	Davis, Lori	10/21/2014	Teacher graded student work	2/27/2015 one-time
G2.MA1	Performance Matters Science Baseline Test, Common Grade Level Assessments, Informal/Formal Observations	Lambert, Seth	8/20/2014	Student growth, teacher instructional improvement	9/24/2014 monthly
G2.B1.S1.MA1	Increased level of instructional practices according to Danielson Framework	Lambert, Seth	8/20/2014	Improvement on domains 2 and 3 on informal and formal observations (instructional practices)	6/2/2015 monthly
G2.B1.S1.MA1	Progress Monitor Student Performance (Performance Matters, Common Assessments)	DeWitt, Jennifer	9/19/2014	Common Assessments, Performance Matters Data	3/31/2015 biweekly
G2.B1.S1.MA3	Bi-Weekly PLC Meetings	DeWitt, Jennifer	8/15/2014	Common Lesson Plans and Assessments	5/29/2015 biweekly
G3.MA1	Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments	Eures, Katherine	8/20/2014	Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	The strategy will be monitored for effectiveness at reducing or eliminating the barrier through various forms of Progress Monitoring and student success on WICOR strategies	Lambert, Seth	8/20/2014	Progress Monitoring student scores and understanding based on the Florida Standards	6/4/2015 weekly
G3.B1.S1.MA1	WICOR Walkthroughs (Instructional Coaching Staff); Informal and Formal Observation (Administration) will be conducted weekly to determine if implementation of WICOR strategies is occurring.	Lambert, Seth	8/20/2014	Lesson Plans, WICOR Walkthroughs, Information and Formal Observations	6/4/2015 weekly
G4.MA1	Progress monitoring on 3 District-wide tests; Progress Monitoring on School-wide grade level common assessments; Curriculum Maps	Lambert, Seth	8/20/2014	Student results on each of the Florida Standards will be assessed to determine the level of mastery and if reteaching or altering instructional strategies is needed	6/3/2015 biweekly
G4.B1.S1.MA1	Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - MATH	Lambert, Seth	8/20/2014	Progress Monitoring student scores and understanding based on the Florida Standards. Completed Math Curriculum Maps	6/3/2015 biweekly
G4.B1.S1.MA4	Progress Monitoring student scores and understanding based on the Florida Standards and completion of the Curriculum Map (containing all standards) - ELA	Thayer, Jessica	8/20/2014	Progress Monitoring student scores and understanding based on the Florida Standards. Completed ELA Curriculum Maps	6/4/2015 biweekly
G4.B1.S1.MA1	Verification of curriculum map through lesson plan turned into evaluation administrator (ELA)	Thayer, Jessica	8/20/2014	All standard with instructional strategies to implement into the classroom will be evident in the lesson plan	6/4/2015 biweekly
G4.B1.S1.MA2	Verification of curriculum map through lesson plan turned into evaluation administrator (Math)	Lambert, Seth	8/20/2014	All standard with instructional strategies to implement into the classroom will be evident in the lesson plan	6/4/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.

G1.B1 Teacher understanding of new rubric

G1.B1.S1 Time spent examining the rubric and measuring student work according to the rubric will provide opportunities to interact with the instrument in a real way.

PD Opportunity 1

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level through Write Score.

Facilitator

Katherine Eures, Lori Davis

Participants

APMS LA Teachers

Schedule

On 10/20/2014

PD Opportunity 2

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level through APMS created progress monitoring.

Facilitator

Katherine Eures, Lori Davis

Participants

APMS LA Teachers

Schedule

Quarterly, from 10/21/2014 to 2/27/2015

G2. Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%.

G2.B1 Implementation of instructional strategies learned into the classroom

G2.B1.S1 Science Coach and Science Specialist will observe, model, coach and help implement rigorous, engaging instructional practices modeled by Orlando Science Center into APMS classrooms

PD Opportunity 1

Orlando Science Center will model rigorous, engaging student experiments for teacher and students

Facilitator

Orlando Science Center

Participants

APMS Science Teachers, APMS Science Coach, HCSB Science Specialist

Schedule

Every 2 Months, from 10/22/2014 to 1/16/2015

PD Opportunity 2

APMS Science Coach and HCSB Science Specialist will work with APMS Science Teachers to develop, implement, monitor and evaluate hands-on, rigorous, engaging instruction strategies to implement into their classroom through observation, modeling and coaching.

Facilitator

Jenn DeWitt, Cathy Hardesty

Participants

APMS Science Teachers

Schedule

Weekly, from 10/22/2014 to 3/31/2015

G3. Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).

G3.B1 Teacher knowledge and skills (those that have not attended AVID Institute), Implementation and Accountability

G3.B1.S1 Based on previous scores and teacher evaluations, determine with WICOR strategies need to be taught with the AVID Site Team and design scheduled professional development (with followup) throughout the year.

PD Opportunity 1

Provide Professional Development to all teacher in WICOR strategies that align with their content area in order in increase students' reading scores

Facilitator

Curriculum Leadership Team; Instructional Coaching Staff; AVID Site Team

Participants

All Teachers

Schedule

Every 6 Weeks, from 8/12/2014 to 3/31/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.	4,053
Goal 2: Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%.	13,066
Goal 3: Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).	11,500
Grand Total	28,619

Goal 1: Fifty percent (50%) of students in 6th-8th grades will reach state-determined proficiency targets on the 2015 state writing assessment.

Description	Source	Total
B1.S1.A1 - 3,402	SIG 1003(a)	3,402
B1.S1.A2 - 651	SIG 1003(a)	651
Total Goal 1		4,053

Goal 2: Science teachers will increase the level of rigor and student engagement by partnering with the Orlando Science Center using a Title One Grant throughout the 14-15 School Year to increase the proficient level of science scores from 35% to 37%.

Description	Source	Total
B1.S1.A1	SIG 1003(a)	13,066
Total Goal 2		13,066

Goal 3: Teachers will increase their understanding and implementation of WICOR (AVID) strategies into their lesson plans to improve reading scores (Proficient +5%; FAA +1%; Learning Gains +2%; Lowest Quartile +2%).

Description	Source	Total
B1.S1.A1	Other	11,500
Total Goal 3		11,500