Sanford Middle School

2015-16 School Improvement Plan

Sanford Middle School

1700 S FRENCH AVE, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0151

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Seminole 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sanford Middle School's mission is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.
We are committed to excellence by pursuing our vision and challenging students to work to their potentials. To reach this goal, we promote "The Way of the Warrior" to create an enriching learning environment for all students. Sanford Middle School students and faculty members are proud, polite, prompt, prepared and positive! We inspire life-long learners to be collaborative, responsible, productive members of our community. We ensure meaningful interaction with cutting-edge technology facilitated by expert teachers. We engage in innovative investigations utilizing mathematical, scientific, and technological skills. We also create unique and dynamic real world learning experiences to prepare students to become productive members in society.

Provide the school's vision statement

Sanford Middle School's vision is aligned with the Seminole County Public School District: The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

School Environment

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

Sanford Middle School has the opportunity to build relationships between teachers and students through the initiative of becoming a growth mindset school and a PBS model school by fostering a school climate where the actions and attitudes of students, staff and faculty members are aligned with the Way of the Warrior. We believe that proud, polite, prompt, prepared and positive behavior is the foundation of establishing positive relationships, as well as fostering a positive school climate. Through the Way of the Warrior and the growth mindset initiative, students and teachers will have the capacity to build relationships that promote an environment were students feel safe, understood and are aware of how their effort and mindset work cohesively to achieving academic and personal success.

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

Through our school-wide initiative to implement positive, proud, polite, prepared, and prompt conduct, students are more conscious of how their interactions with teachers and peers affects the school's environment. In addition to positive behavior support, students have the opportunity to engage in student-lead clubs of their interest. Sanford Middle School strongly believes in empowering students to exhibit optimal character (the Way of the Warrior) and develop the life-skills necessary for life-success.

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

Sanford Middle School utilizes the Positive Behavioral Support System. During the summer, approximately fifteen faculty members, deans and the PBS Administrator developed a PBS plan for this school year. The PBS Team articulated ideas, polled staff members, attended training's and collaboratively developed a new philosophy: "The Way of the Warrior." The entire campus follow the the Way of the Warrior: Be Proud, Be Prompt, Be Prepared, Be Polite, Be Positive school-wide philosophy. These expectations were taught daily during the first week of school, are reinforced daily during the news, displayed in each teacher's classroom and included in teacher's handouts to parents. Students are continually recognized with "shout-outs" on the news for demonstrations of the Way of the Warrior and the discipline office has been renamed the PBS Room. These clear expectations are utilized whenever a Sanford Middle School faculty or staff member is interacting with students and parents. Sanford Middle School has turned the corner to recognize the positive through the promotion of school pride: the Way of the Warrior!

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

Sanford Middle School has a core MTSS Team, a PBS Team, Warrior Mentor Team and the ESE Team. Together these teams work to address the academic, behavioral and social-emotional needs of all students. The ESE students receive counseling, social personal classes and consultation services as needed. The Warrior Mentor Team "adopts" students and indiscriminately acknowledges their performance with praise. The PBS team inserted Spirit Days throughout the calendar, "celebrations," and a new Warrior Buck program. Students will receive a Warrior Buck from any faculty member on the campus when they observed exhibiting one of the 5 Ps/ the Way of the Warrior. Randomly students will earn rewards based on the number of Warrior Bucks collected for the demonstration of positive behavior: the Way of the Warrior.

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

Sanford Middle School's early warning indicators are: (1) attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, (2) one or more suspensions, whether in school or out of school, (3) course failure in English Language Arts or Mathematics, and (4) a level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, grade point average and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met tow or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification

number to obtain more specified data in order to inform root cause analysis. Additionally form this report, schools schedule and monitor parent meeting invitations.

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	5	10	10	25
One or more suspensions	3	2	6	11
Course failure in ELA or Math	13	15	12	40
Level 1 on statewide assessment	67	57	53	177

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	10	11	4	25

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

Sanford Middle School's intervention strategies employed to improve the academic performance of students identified by the early warning system in consist of:
(1) School-Based Progress Monitoring Goals (*SBPMG) - School-Based Progress Monitoring Goals were established to facilitate our school-wide intervention focus to improve the academic performance of students referred to the MTSS Core Team and/or identified by the early warning systems. Overall our school-wide intervention focus is excellence for students in all subject areas, attendance, and discipline, covering all components (and more) cited in the early warning system.
*SBPMG Science: 50% of students will score 70% or higher on each nine weeks exam.
*SBPMG ELA: Writing proficiency will increase, as evidenced by data gathered from FPMAs, by 5% each quarter with an end goal of 60% proficiency for grades 6-8.
*SBPMG Math: 50 % of math students will score 70% or higher on each nine weeks exam.
*SBPMG Social Science:70% of all students will pass with a 70 or higher on each nine weeks exam.
*SBPMG- Attendance: Overall student attendance will increase to 90% for the 2015-2016 school year.
*SBPMG Discipline: The total number of all discipline referrals will decrease each month by 20% from the previous month.The total number of out of school suspension days will decrease each month by 20% from the previous month for African-American students and students with disabilities.
(2) Project Success – Project Success is designed for students who have not successfully met the academic requirements to advance to the next grade level. Students enrolled in this retention program will have the opportunity to earn delayed assignments to the next grade-level. At the conclusion of the first grading period, students who have earned a minimum GPA of 2.0, demonstrated master of the next grade-level skills, may be assigned to the appropriate grade-level.
(3) After School Tutorial - After school tutorial is available as an intervention strategy two days per week for students identified by the early warning system.
(4) Ante-up Lists- Teachers are required to identify a minimum of four students in need of intervention and acceleration. Teachers provide in-class opportunities for learning through and student engagement (rigor, relevance, and complexity), to increase student performance.
(5) Wednesday Intervention - At Sanford Middle School, two Wednesdays per month are dedicated to

student intervention time or student enrichment/acceleration time.

(6) MTSS Core Team – The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and conducts root cause analysis to determine why the problem is occurring.

(7) Welcome Back Conference - Once a student is suspended, they must check-in and discuss the conduct violation that led to a suspension and identify alternative behaviors that led to responsible choices and actions (the Way of the Warrior). The student checks in with their mentor or their guidance counselor for the first week to ensure behavior progression.

(8) Teacher Mentors - Teachers are given the opportunity to mentor a student who exhibits one or more early warning indicators.

(9) Glorious Hands Mentoring Group - Glorious Hands Mentoring group specializes in the mentoring of middle school female students that exhibit one or more early warning indicators.

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?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to start of school to welcome the students to the new school year, (2) inviting families to curriculum nights, STEM Night, Open Forum and Community Involvement Meetings,(3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking , as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) an numerous other out-reach strategies developed by school staff.

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

Sanford Middle School believes in building partnerships with the community. We collaborate with our partners and encourage involvement through guest speaker opportunities, field trips, volunteer hours, STEM Night and student/teacher recognition. In addition, teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in their school's business partners programs.

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:

Name	Title
Shuler, Randy	Principal
Call, Origin	Assistant Principal
Dunlop, Martin	Assistant Principal
Garnes, Deirdre	Assistant Principal
Burkett, Richard	Dean
Diltz, Ronald	Dean
Rolle, Brittany	Dean
Edmonds, Shayna	Instructional Coach
Rosemeyer, Nicole	Instructional Coach
Panarello, Trish	Instructional Coach
Mitchell, Gaylar	Guidance Counselor
Cline, Susan	Teacher, ESE
Coleman, Kim	Teacher, K-12
Coursin, Jen	Teacher, K-12
Hepp, Jackie	Teacher, K-12
Kelsey, Elizabeth	Teacher, K-12
Schwartz, Megan	Teacher, K-12
Sowpel, Erica	Teacher, K-12
Springfield, Wendall	Teacher, K-12
Taylor, Jamie	Teacher, K-12
Zastrow, Charlene	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 leadership team consists of the principal, assistant principals, dean, literacy instructional coach, curriculum leaders and guidance counselors. The leadership team meets weekly to identify areas of concern (by department and school-wide) and assign action steps to improve instruction using the Marzano Art and Science of Teaching Model and the overall functionality of Sanford Middle School. The leadership team reviews school-wide data (i.e. EWS Report, Discipline Report, and Common Assessment Data) and works to identify areas of concern and collaboratively generate solutions how to address of concerns systematically.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior

and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Sanford Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Randy Shuler	Principal
Brittany Rolle	Teacher
Kelly Berman	Parent
Bishi Das	Parent
Shirley Davis-Boyce	Parent
Carrie Delong-Price	Parent
Venus Facciponti	Parent
Dwayne Hurley	Parent
April King	Parent
Sarah Metzler	Parent
Traci Olson	Parent
Renee Robinson	Parent
Christina Ruud	Parent
Raj Vaidyanathan	Parent
Karen Williams	Parent
Helen Hui	Teacher
Jennifer Perez	Teacher
Robyn Smith	Teacher
Michael Travis	Teacher
Agnes Wong	Teacher
Jaye Harden-Mitchell	Education Support Employee
Karen Torres	Education Support Employee

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

The SAC evaluated last year's school improvement plan in the first SAC meeting to make suggestions for school-wide improvements and incentives to promote student engagement.

Development of this school improvement plan

The SAC reviews the school improvement plan, makes suggestions for improvement and approves the school improvement plan and the SAC Budget for the year.

Preparation of the school's annual budget and plan

The SAC discussed and reviewed the school's annual budget and plan to ensure sufficient allocations to reduce variance in the learning environment, as well as, to make suggestions for magnet focus, core literacy resources, student engagement and student incentives.

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

SAC 2015 -2016 Allocation: $5,226.14
All SAC funds will be used to support the School Improvement Plan Goals.
The amount(s) budgeted for each project will be voted on and approved by SAC Members.

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:

Name	Title
Shuler, Randy	Principal
Call, Origin	Assistant Principal
Edmonds, Shayna	Instructional Coach
Rosemeyer, Nicole	Instructional Coach
Panarello, Trish	Instructional Coach
Heller, Ilene	Teacher, K-12
Moye, Kiafa	Teacher, K-12
Perez, Jennifer	Teacher, K-12
Pharis, Karen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will help plan professional development training's for teachers based on student engagement, core literacy strategies and reciprocal teaching strategies. The goal is to ensure that teachers are using research-based strategies to instruct struggling readers and to promote student learning. We will continue to focus on AYP, but will also study ways to impact our Economically Disadvantaged (ED) and our Special Needs (ESE) populations. Additionally, we will work to ensure our PLCs set and monitor their SMART goals in order to use data effectively to make wise instructional decisions.

LLT Initiatives:
1. Reciprocal Teaching Strategies in Core Academic Courses
2. Student Engagement and Rigor/Text Complexity
3. Meeting AYP goals in Reading and Math
4. Building Academic Vocabulary
5. Supporting the work of PLCs and getting them the necessary data to set SMART goals
6. Close Reading

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

Specific school-wide expectations are continually communicated and include the expectation that teachers will develop a common learning environment that reflects what works best for student learning. The Sanford Middle School school-wide expectations are identified as The Warrior Code. Within these expectations, teachers are expected to use student engagement, common curriculum, create and analyze common formative and summative assessments, and use data to determine common instructional strategies to address areas of concern, levels of complexity, incorporate magnet focus, and core literacy strategies across the curriculum. In order to facilitate this process, teachers who teach the same course and grade level have a common planning period where they have time to work on this embedded professional development through Professional Learning Communities (PLC) Departments are led by instructional leaders who are trained by the administration and outside sources to engage teachers in embedded professional development align the Marzano the Art and Science of Teaching and Learning. These leaders also seek outside resources as the need arises within their PLC, creating differentiated professional development opportunities.
Additionally, to encourage positive working relationships between teachers, including collaborative planning and instruction, Sanford Middle School teachers:
*Establish effective PLC Collaboration - each PLC establishes a set of norms to facilitate productive meeting times, develop and implement SMARTS Goals (short and long term), and common assessments.
*Conduct Cooperative Structure Workshops - weekly workshops conducted by the instructional coaches to assist with effective use of implementing Kagan Cooperative learning structures in the classroom.
*Attend ITPD - Instructional Technology Professional Development training's held by the department leaders and instructional coaches. ITPD is a time for teachers to collaboratively plan effective uses of instructional technology to increase student engagement.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of state. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Sanford Middle has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly-effective teachers. Both this mentor and the new teach utilize a classroom visitation sheet to guide their post-visit discussions around our county's instructional model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

Sanford Middle School administrative team ensures its core instructional programs and materials are aligned to Florida's standards by monitoring lesson plans, attending and monitoring PLC meetings,conducting classroom walk-throughs, and monitoring student assessment data on common assessments and district-wide assessments. In addition, the core curricula of Seminole County Public Schools are comprehensive systems employing research-based practices, rigorous content, and instructional materials organized in comprehensive instructional plans - delivery modes and methods require explicit differentiated instruction to the depth of Florida Standards.
ePathways now offers a district initiative called iConnect which provides students a blended learning course, centered upon adventuring through the isles of journey to explore their interests, career opportunities, and learn about communication and digital citizenship along the way. This course is entirely developed in a blended format where students will participate in teacher led discussions and activities as well as self-guided online instruction. Throughout the course, students will gain information necessary to become more successful students and future contributors to an increasingly digital society.
iJourney is designed to help students plan and think about their future. Each student will conclude with a Museum of Me PowerPoint to showcase their assignments and learning throughout the course. They will develop an adaptable Portfolio to be used by teachers, counselors, and administrators to assist students with decisions about their educational pathway.

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

At Sanford Middle School teachers use data to provide and differentiate instruction to meet the diverse needs of students by (a) collecting and tracking student data identifying non proficient areas, (b) students are tracked and identified for specific instructional review based on skill level, (c)students are sent to classrooms where they are struggling during homeroom to review and make up work based on the individual needs, and
(d) teachers develop lessons that allow students to collaborate based on their level of understanding.

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: 5,400

In keeping with the Vision, Beliefs, and Mission of SCPS, tutorial programs are expected to provide the extra time needed to ensure all students acquire the knowledge, skills, and attitudes to be successful in life. Implementing effective, individualized, need-based programs that provide engaging academic learning time by high-quality staff is a central tenant of SCPS' approach to tutorial, as well as monitoring for instructional improvements to ensure ongoing, continuous improvement. Finally, a dedicated administration to oversee the tutorial program is essential to efficient and effective programs that lead to increased student achievement.

Strategy Rationale

The purpose of the extended learning strategy is to provide opportunities for students (with one or more early warning indicator) to access additional interventions and small-group core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garnes, Deirdre, deirdr_garnes@scps.k12.fl.us

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

Progress monitoring data will be collected on each student through nine-week assessments and common assessments. Tutorial teachers will analyze data for each student to create specific lessons for standards identified as an area of need. Tutorial teachers will also hold data conferences with students to promote student accountability ("owning their data"). Additional progress monitoring assessments will be given to determine if students have mastered each identified standard.

Strategy: Summer Program
Minutes added to school year: 5,400

Our summer reading program is designed to help our students understand the following:
*Reading can be an enjoyable pastime.
*People read for pleasure, not just to acquire information.
*Reading is a skill that improves with practice.
*Reading can be a family activity; families in which parents read inspire children to read.
*Reading is fundamental in providing a solid basis for academic achievement.

Strategy Rationale

The chief feature of the program is the choice it offers students. Past programs told students which titles to read for their independent reading. The present program suggests a wide variety of authors whose works students should be encouraged to investigate. Any Sunshine State Young Reader award winner (current or past) at the middle school level may also be read. We have several resources to help students who would like more specific suggestions. We have compiled a list of suggested books, organized by genre, with a brief summary of each book.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Call, Origin, origi_call@scps.k12.fl.us

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

Student completion of the Outside Reading Report Assignment.

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

Students in the Voluntary Pre-K (VPK) Program visit kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title 1 Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith-based kindergarten transitions in elementary catchment areas.

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

Career awareness is part of Computer Applications classes. It enables students to explore future career options and assist them in making informed course selections in high school. Students use the

Florida CHOICES Explorer program to develop career and educational plans based on their personal aptitudes, interests, and skills.

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

Sanford Middle School is Seminole County Public Schools Magnet Middle School focused on Math, Science, and Technology. The goals are to (a) infuse Math, Science, and Technology in core academic classes and (b) provide the students opportunities to discover and explore cutting edge research and technology in math, science, and technology based fields. The core curriculum infuses math, science, and technology by using embedded, overarching questions throughout the academic year. These questions provide students an opportunity to (a) explore the skills and attributes of leading researchers as they strive to change the world we live in, (b) identify real world problems affected by advances in math, science, and technology, (c) design effective solutions to the world problems by utilizing their knowledge of math, science, and technology; and, (d) examine how the current research and technology development will affect society in the future.

Students at Sanford Middle School have tremendous opportunities to discover and explore math, science, and technology courses through numerous electives. The school offers courses such as Pre-engineering and Pre-architecture which has effectively prepared students for high school, college and careers in the engineering and architectural fields. Additionally, the school offers courses in Pre-medicine, Pre-veteranarian science, Marine Biology, Environmental Science and Biotechnology which effectively prepared students for high school, college and careers in the medical and life sciences fields. Furthermore, the Sanford Middle School offers courses in aeronautics which have prepared students to complete the last steps to earn a private pilot's license as well prepared other students for college and careers in the aeronautics field. In addition to the elective courses provided, students have opportunities to participate in many after-school clubs and activities that extend learning opportunities in math, science, and technology. Students have an opportunity to participate in the award-winning Mu Alpha Theta team, Odyssey of the Mind team, and Robotics Club. In addition to these math, science, and technology based clubs, there are opportunities for students to participate in the more traditional programs such as speech and debate as well as student council. Sanford Middle School encourages students to experience a well-rounded academic career as they enter high school.

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

Sanford Middle School offers more than ten courses that integrate career and technical education with academic courses. Career and Technological courses creates opportunities for students to think critically and work collaboratively, all of which promote active engagement and supports student achievement.

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

In core academic courses and electives, students are exposed to the rigor of Florida Standards. Teachers also prepare learning scales for each Florida Standard to promote optimal learning , as well as, integrate relevance of cross-curricular elements aligned with Florida standards to prepare students for public post-secondary level.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student engagement and opportunities for learning, teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model.

G2.   Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model and reflect on student data within their PLC's (as it applies to each subgroup) to continuously improve instruction in Science, ELA,Math U.S History and Civics.

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. To increase student engagement and opportunities for learning, teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model. 1a

G074430

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	70.0
5Es Score: Quality PD	70.0
5Es Score: School Commitment	70.0
5Es Score: Teacher-Teacher Trust	70.0

Resources Available to Support the Goal 2

- Professional development opportunities targeted to specifically foster increasing instructional technology use in the classroom.

- Professional Learning Communities (PLC's).

- Instructional Coaches.

- Administrative Support.

- District Content Support Team.

Targeted Barriers to Achieving the Goal 3

- Fidelity of technology use in the classroom.

Plan to Monitor Progress Toward G1. 8

Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.

Person Responsible
Randy Shuler

Schedule
Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion
Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

G2. Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model and reflect on student data within their PLC's (as it applies to each subgroup) to continuously improve instruction in Science, ELA,Math U.S History and Civics. 1a

Targets Supported 1b

G074431

Indicator	Annual Target
Science Achievement District Assessment	70.0
Bio I EOC Pass	100.0
ELA/Reading Gains District Assessment	70.0
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0
Math Gains District Assessment	70.0
Civics EOC Pass	80.0
FSA Mathematics - Achievement	70.0
FSA English Language Arts - Achievement	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Algebra I EOC Pass Rate	98.0
Geometry EOC Pass Rate	100.0
FAA Science Proficiency	70.0
Middle School Participation in EOC and Industry Certifications	90.0
Middle School Performance in EOC and Industry Certifications	90.0

Resources Available to Support the Goal 2

- Professional Learning Communities (PLC's).

- District Content Support Team.

- Instructional Coaches.

- Administrative Support.

- Early release Wednesdays for professional development and professional learning community meetings.

- SBLAP Curriculum for Language Arts with learning goals and scales embedded; Math instructional plans, pacing guides, and inquiry based instruction; Social Studies common assessments, DBQs, Anchor Lessons; Science instructional plans, short and extended response to higher level questions.

Targeted Barriers to Achieving the Goal 3

- High level of rigor not utilized consistently in classroom instruction.

Plan to Monitor Progress Toward G2. `8`

Students will complete Progress Monitoring assessments, EOC 9 Weeks Exams and show learning gains at each progress monitoring window. Students that show learning gains will continue to be taught with the same rigorous curriculum (enrichment activities assigned as needed). Students showing deficiencies will be given additional opportunities to learn material in the classroom. Students showing deficiencies may also be assigned to Intervention or invited to attend tutorial. If deficiency determined to be an instructional issue, the Instructional Coach may be assigned to model, demonstrate or co-teach lessons with teacher(s) as needed.

Person Responsible
Randy Shuler

Schedule
Weekly, from 9/15/2015 to 5/18/2016

Evidence of Completion
Progress Monitoring Assessments, Common Assessments and EOC 9 Weeks Exams.

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. To increase student engagement and opportunities for learning, teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model. 1

🔑 G074430

G1.B1 Fidelity of technology use in the classroom. 2

🔑 B194289

G1.B1.S1 Each administrator will attend professional development opportunities hosted on-site, as well as off-campus. 4

🔑 S205830

Strategy Rationale

Each administrator will attend professional development opportunities hosted on-site, as well as off-campus to ensure effective implementation in the classroom to foster increasing student engagement and opportunities for learning, all of which promote student achievement.

Action Step 1 5

Design and Deliver Professional Development targeted to specifically increase instructional technology use in the classroom.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

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

Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

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

Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

G2. Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model and reflect on student data within their PLC's (as it applies to each subgroup) to continuously improve instruction in Science, ELA,Math U.S History and Civics. `1`

🔍 G074431

G2.B1 High level of rigor not utilized consistently in classroom instruction. `2`

🔍 B194290

G2.B1.S1 Design and deliver professional development in increasing rigor in classroom instruction. `4`

🔍 S205831

Strategy Rationale

The goal of professional development is to involve teachers in hands-on learning activities with instructional technology to eliminate anxiety of use, encourage classroom use, provide assistance through mentoring/coaching, provide opportunities for collaborative planning and sharing of best practices.

Action Step 1 `5`

Design and deliver professional development targeted to increase rigor in classroom instruction.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Teacher sign-in sheet,reflection log, lesson plans, walk-throughs and observation.

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

Administration creates professional development on PD Place system; next, the professional development course is approved by the District and finally, the professional development session is PD is scheduled on the Sanford Middle School calendar.

Person Responsible

Randy Shuler

Schedule

Quarterly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

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

Monitor Professional Development Calendar for implementation and to ensure professional development facilitation on the assigned date.

Administrators will review learning logs for feedback.

Based on the feedback, follow-up professional development opportunities to support instruction and overall student achievement.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.

G2.B1.S2 Administration will complete classroom observations using the SCPS Instructional Model and provide appropriate feedback. `4`

🔧 S205832

Strategy Rationale

Ensure implementation of county's instructional evaluation model.

Action Step 1 `5`

Administration will complete walk-throughs of classrooms and formal observations. In iObservation and during post observation conferences, administration will provide appropriate feedback regarding observations and document in iObservation.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/15/2015 to 5/18/2016

Evidence of Completion

Lesson Plans and iObservation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

During classroom walk-throughs and formal observations, administration will look for learning and summarizing activities that demonstrate increased rigor in classroom instruction.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/15/2015 to 5/18/2016

Evidence of Completion

Instructional Lesson Plans, Administrator Walk-throughs, Marzano Instructional Model and iObservation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

During classroom walk throughs and formal observations, administration will look for learning and summarizing activities that demonstrate increased rigor in classroom instruction. Administration will review progress monitor data to check student performance.

Person Responsible

Randy Shuler

Schedule

Weekly, from 9/15/2015 to 5/18/2016

Evidence of Completion

Instructional Lesson Plans, Administrator Walk-throughs, Marzano Instructional Model and iObservation.

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
G1.B1.S1.A1	Design and Deliver Professional Development targeted to specifically increase instructional technology use in the classroom.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 weekly
G2.B1.S1.A1	Design and deliver professional development targeted to increase rigor in classroom instruction.	Shuler, Randy	9/9/2015	Teacher sign-in sheet,reflection log, lesson plans, walk-throughs and observation.	5/18/2016 weekly
G2.B1.S2.A1	Administration will complete walk-throughs of classrooms and formal observations. In iObservation and during post observation conferences,	Shuler, Randy	9/15/2015	Lesson Plans and iObservation.	5/18/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	administration will provide appropriate feedback regarding observations and document in iObservation.				
G1.MA1	Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 weekly
G1.B1.S1.MA1	Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 weekly
G1.B1.S1.MA1	Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 weekly
G2.MA1	Students will complete Progress Monitoring assessments, EOC 9 Weeks Exams and show learning gains at each progress monitoring window. Students that show learning gains will continue to be taught with the same rigorous curriculum (enrichment activities assigned as needed). Students showing deficiencies will be given additional opportunities to learn material in the classroom. Students showing deficiencies may also be assigned to Intervention or invited to attend tutorial. If deficiency determined to be an instructional issue, the Instructional Coach may be assigned to model, demonstrate or co-teach lessons with teacher(s) as needed.	Shuler, Randy	9/15/2015	Progress Monitoring Assessments, Common Assessments and EOC 9 Weeks Exams.	5/18/2016 weekly
G2.B1.S1.MA1	Monitor Professional Development Calendar for implementation and to ensure professional development facilitation on the assigned date. Administrators will review learning logs for feedback. Based on the feedback, follow-up professional development opportunities to support instruction and overall student achievement.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 weekly
G2.B1.S1.MA1	Administration creates professional development on PD Place system; next, the professional development course is approved by the District and finally, the professional development session is PD is scheduled on the Sanford Middle School calendar.	Shuler, Randy	9/9/2015	Professional Development Calendar, Learning Logs, Sign-in Sheets and Culminating Project.	5/18/2016 quarterly
G2.B1.S2.MA1	During classroom walk throughs and formal observations, administration will look for learning and summarizing activities that demonstrate increased rigor in classroom instruction. Administration will review progress monitor data to check student performance.	Shuler, Randy	9/15/2015	Instructional Lesson Plans, Administrator Walk-throughs, Marzano Instructional Model and iObservation.	5/18/2016 weekly
G2.B1.S2.MA1	During classroom walk-throughs and formal observations, administration will look for learning and summarizing activities that demonstrate increased rigor in classroom instruction.	Shuler, Randy	9/15/2015	Instructional Lesson Plans, Administrator Walk-throughs, Marzano Instructional Model and iObservation.	5/18/2016 weekly

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. To increase student engagement and opportunities for learning, teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model.

G1.B1 Fidelity of technology use in the classroom.

G1.B1.S1 Each administrator will attend professional development opportunities hosted on-site, as well as off-campus.

PD Opportunity 1

Design and Deliver Professional Development targeted to specifically increase instructional technology use in the classroom.

Facilitator

Martin Dunlop, Assistant Principal; Origin Call, Assistant Principal; Deidre Garnes, Assistant Principal; Jen Coursin, Instructional Technology Team Leader; Courtney Friedman, Instructional Technology Team Leader

Participants

Administration, All Instructional Staff, Instructional Coach and District Content Support Team (as needed).

Schedule

Weekly, from 9/9/2015 to 5/18/2016

G2. Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model and reflect on student data within their PLC's (as it applies to each subgroup) to continuously improve instruction in Science, ELA,Math U.S History and Civics.

G2.B1 High level of rigor not utilized consistently in classroom instruction.

G2.B1.S1 Design and deliver professional development in increasing rigor in classroom instruction.

PD Opportunity 1

Design and deliver professional development targeted to increase rigor in classroom instruction.

Facilitator

Martin Dunlop, Assistant Principal; Origin Call, Assistant Principal; Deirdre Garnes, Assistant Principal

Participants

Administration, All Instructional Staff, Instructional Coach and District Content Support Team (as needed).

Schedule

Weekly, from 9/9/2015 to 5/18/2016

G2.B1.S2 Administration will complete classroom observations using the SCPS Instructional Model and provide appropriate feedback.

PD Opportunity 1

Administration will complete walk-throughs of classrooms and formal observations. In iObservation and during post observation conferences, administration will provide appropriate feedback regarding observations and document in iObservation.

Facilitator

Martin Dunlop, Assistant Prinicipal; Origin Call, Assistant Principal; Deirdre Garnes, Assistant Principal

Participants

Administration and Instructional Staff.

Schedule

Weekly, from 9/15/2015 to 5/18/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Design and Deliver Professional Development targeted to specifically increase instructional technology use in the classroom.				$2,246.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	330-Travel	0151 - Sanford Middle School	General Fund		$1,000.00
			Notes: Professional Development allocation for teacher registration of in-service and travel.			
	6400	390-Other Purchased Services	0151 - Sanford Middle School	General Fund		$595.00
			Notes: Professional Development allocation for on-site in-service from an outside provider.			
	6400	510-Supplies	0151 - Sanford Middle School	General Fund		$651.00
			Notes: Supplies allocation for professional development materials.			
2	G2.B1.S1.A1	Design and deliver professional development targeted to increase rigor in classroom instruction.				$6,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	0151 - Sanford Middle School	Other		$1,424.00
			Notes: Employee Salary allocation for Saturday School.			
	5000	200-Employee Benefits	0151 - Sanford Middle School	Other		$226.00
			Notes: Employee Benefits allocation for Saturday School.			
	5000	100-Salaries	0151 - Sanford Middle School	Other		$4,316.00
			Notes: Employee Salary allocation for After-school Tutorial.			
	5000	200-Employee Benefits	0151 - Sanford Middle School	Other		$684.00
			Notes: Employee Benefits allocation for After-school Tutorial.			
3	G2.B1.S2.A1	Administration will complete walk-throughs of classrooms and formal observations. In iObservation and during post observation conferences, administration will provide appropriate feedback regarding observations and document in iObservation.				$0.00
					Total:	$8,896.00