



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Sanford Middle School

1700 S FRENCH AVE

Sanford, FL 32771

407-320-6150

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

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 47%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 52%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Sanford Middle School

##### Principal

Mark Russi

##### School Advisory Council chair

Traci Olson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mark Russi	Principal
Martin Dunlop	Assistant Principal
Shirley Geiss	Assistant Principal
Betty Rodrigues	Assistant Principal
Nicole Rosemeyer	Instructional Coach

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Mark Russi, Administrator/Principal; Traci Olson, Parent/Chair; Rachel Marcum, Parent/ Vice Chair; Richard Burkett, Teacher/Secretary; Wendy Berghane, Parent; Kelly Berman, Parent; Willis Burris, Teacher; Carla Dunn Stotts, Parent; Chantelle Edwards, Teacher; Aimee Hefley, Parent; Dwayne Hurley, Parent; Michelle McCann, Non-instructional; Jennifer Perez, Teacher; Renee Robinson, Parent; Allen Roosa, Parent; Mike Travis, Teacher; Agnes Wong, Teacher

Total Administrators: 1

Total Instructional: 6

Total Non-instructional: 1

Total Parents: 9

Total Minorities: 4

Total Non-Minorities: 13

#### Involvement of the SAC in the development of the SIP

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

**Activities of the SAC for the upcoming school year**

Updating the student community service hours provider list.

**Projected use of school improvement funds, including the amount allocated to each project**

Budget for 2013-2014

Original allocation: \$1,526.00 (\$1 per student x approximately 1526 students)

Carryover: No carry over from 2012-2013

Total: \$1526.00

Student Incentives \$723.00

Student Awards \$723.00

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Total SAC Budget \$1526.00

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Mark Russi</b>		
Principal	Years as Administrator: 16	Years at Current School: 11
<b>Credentials</b>	Degrees: Bachelor of Science Secondary Education Master of Arts Educational Leadership Certifications: Educational Leadership-All Levels School Principal-All Levels Social Science Grades 6-12 Social Science Grades 5-9 Middle Grades-Endorsement	
<b>Performance Record</b>	Sanford Middle School's grade: 2012/2013 - A 2011/2012 - A 2010/2011 - A	

<b>Martin Dunlop</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 8
<b>Credentials</b>	Certifications: Secondary Social Studies Grades 6-12 Educational Leadership Grades K-12 Degrees: Bachelor of Science Degree Social Studies Education Master of Arts Degree Curriculum and Instruction Educational Specialist Degree Educational Leadership	
<b>Performance Record</b>	Sanford Middle School's grade: 2012/2013 - A 2011/2012 - A 2010/2011 - A	

<b>Betty Rodriques</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 5
<b>Credentials</b>	Certifications: Educational Leadership Grades K-12 Degrees: BA Business Administration MS Educational Leadership Doctoral Work Educational Leadership/Organization (56 Hours)	
<b>Performance Record</b>	Sanford Middle School's grade: 2012/2013 - A 2011/2012 - A 2010/2011 - A	



<b>Shirley Geiss</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
<b>Credentials</b>	Degrees: Bachelor of Science in Education Masters of Science in Educational Leadership Specialist in Holocaust Education Certifications: Elementary Education Exceptional Student Education K-12 Educational Leadership, Principal	
<b>Performance Record</b>	Sanford Middle School's grade: 2012/2013 - A 2011/2012 - A 2010/2011 - A	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Nicole Rosemeyer</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degrees: Bachelor of Arts English Masters English Education Certifications: English 6-12 Reading Endorsement ESOL Endorsement	
<b>Performance Record</b>	Sanford Middle School's grade: 2012/2013 - A 2011/2012 - A 2010/2011 - A	

**Classroom Teachers**

**# of classroom teachers**  
89

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

99%

**# certified in-field**

88, 99%

**# ESOL endorsed**

15, 17%

**# reading endorsed**

11, 12%

**# with advanced degrees**

46, 52%

**# National Board Certified**

5, 6%

**# first-year teachers**

9, 10%

**# with 1-5 years of experience**

27, 30%

**# with 6-14 years of experience**

28, 31%

**# with 15 or more years of experience**

25, 28%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Our team consists of three certified school counselors, instructional coach, speech language pathologist, intervention teacher, Behavior Interventionist, school-based teacher and school based administrator. Each member has a function and responsibility: counselors identify students in need behaviorally and/or academically, contact teachers, contact parents, set meetings and generate plan. Speech Language pathologist ensures completion of all vision and hearing screenings. Instructional Coach follows the academic process through the reading and math programs, screens students when applicable and assists regular education teachers with interventions. The Intervention teacher provides direct one-on-

one academic assistance for any Tier 3 student. He designs the intervention plan and follows through with academic monitoring and plan adjustments. The Behavior Interventionist works through the discipline office to provide Tier 2 and Tier 3 programs. Students meet with her on a regular basis and develop personal plans of action. Our school based teacher conducts observations of students in an effort to determine academic or behavioral areas of concern. Her observations will lead to a possible general education FBA/BIP or further information to assist academic concerns. The school based administrator conducts meetings twice a month to monitor data, progress, students moving to an ESE 708 Case Review or celebrate success.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The fidelity of the program is monitored through the EdInsight MTSS data. Each Certified School Counselor monitors his/her assigned caseload. The meetings are conducted to ensure all pieces of the puzzle are in place, students are attending the interventions and documentation is gathered. The Intervention teacher and the school based administrator work as a team closely monitoring and communicating with regular education teachers to ensure progress or identify areas of further assistance.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Sanford Middle School uses the MTSS system to manage the program. Our data sources are teacher grade-books, Discovery Education Progress monitoring tests, Intensive Reading Cycle tests, core teacher input and discipline data.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Sanford Middle School faculty members received a short power point via email to clarify the program. This illustrates the part they play in the process and explains requests from the Intervention teacher. Our Certified School Counselors meet personally with parents explaining the assistance being provided and the importance of his/her student's participation and follow-through at home.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,680

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 Purpose(s)**

- Instruction in core academic subjects

### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Progress monitoring data will be collected on each student through Discovery Education and Study Island. Tutorial teachers will analyze data for each student to create specific lessons for standards identified as an area of need. Additional progress monitoring assessments will be given to determine if students have mastered each identified standard.

### **Who is responsible for monitoring implementation of this strategy?**

Tutorial Administrator  
Tutorial Lead Teacher  
Tutorial Teachers

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Mark Russi	Principal
Martin Dunlop	Assistant Principal
Nicole Rosemeyer	Instructional Coach
Elizabeth Kelsey	Language Arts Team Leader
Brian Dorman	Social Studies Teacher
Shirley Geiss	Assistant Principal

### **How the school-based LLT functions**

Our LLT formally meets once per month to discuss ways to positively impact students and to help our teachers become more skilled in their craft.

### **Major initiatives of the LLT**

The LLT will help plan professional development trainings for teachers based on reciprocal teaching strategies and student engagement. The goal is to ensure that teachers are using research-based strategies to instruct struggling readers and to positively impact 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
3. Meeting AYP goals in Reading and Math
4. Building Academic Vocabulary – Emphasis on Steps 4-6 for returning teachers and Steps 1-6 for new teachers
5. Supporting the work of PLCs and getting them the necessary data to set SMART goals.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 have also effectively prepared students for high school, college and careers in the medical and life sciences fields. Furthermore, the 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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	71%	No	80%
American Indian				
Asian	93%	94%	Yes	93%
Black/African American	56%	40%	No	60%
Hispanic	75%	65%	No	78%
White	84%	80%	No	86%
English language learners	46%	24%	No	51%
Students with disabilities	50%	35%	No	55%
Economically disadvantaged	63%	53%	No	67%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	332	24%	24%
Students scoring at or above Achievement Level 4	674	48%	49%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		14%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	935	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	200	58%	61%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	47%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	239	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	80%
American Indian				
Asian	95%	95%	Yes	96%
Black/African American	54%	43%	No	59%
Hispanic	76%	67%	No	78%
White	83%	80%	No	85%
English language learners	52%	18%	No	57%
Students with disabilities	50%	41%	No	55%
Economically disadvantaged	63%	54%	No	67%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	351	25%	28%
Students scoring at or above Achievement Level 4	644	46%	49%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		32%
Students scoring at or above Level 7	[data excluded for privacy reasons]		54%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	942	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	173	52%	55%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	427	89%	90%
Middle school performance on high school EOC and industry certifications	407	95%	96%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	43%	45%
Students scoring at or above Achievement Level 4	142	49%	50%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	12%	12%
Students scoring at or above Achievement Level 4	104	87%	88%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	21%	24%
Students scoring at or above Achievement Level 4	215	45%	48%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		74%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		7
Participation in STEM-related experiences provided for students	1922	81%	83%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1152	80%	81%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	186	12%	11%
Students who fail a mathematics course	87	6%	5%
Students who fail an English Language Arts course	43	3%	2%
Students who fail two or more courses in any subject	127	8%	7%
Students who receive two or more behavior referrals	230	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	123	8%	7%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

1. Link to Skyward Parent Portal on school website.
2. Provide support staff to register and answer Skyward questions during schedule pick-up, open house and during the school day.
3. Communicate Skyward registration information to SAC.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents that logged into Skyward Parent Portal at least once during the school year.	604	46%	50%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.

## Goals Detail

**G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science - Middle School

### Resources Available to Support the Goal

- Instructional Coach
- Professional Development opportunities directed at increasing rigor in classroom instruction.
- Professional Learning Communities (PLC's)
- District Content Support Team

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

Students will complete Discovery Ed Progress Monitoring assessments, EOC 9 Weeks Exams, 8th Grade District Writing Prompts and show learning gains at each progress monitoring window. Students that show learning gains will continue to be taught 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 Grade Recovery 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 or Persons Responsible

Administration, Instructional Coach, Teachers

### Target Dates or Schedule:

Discovery Education Progress Monitoring assessments: Test A (8/19/13-10/4/13) Test B (11/4/13-12/19/13) Test C (2/3/14-3/13/14) EOC EdInsight 9 Weeks Exams: 1st Nine Weeks (9/30/13-10/11/13) 2nd Nine Weeks (12/2/13-12/19/13) 3rd Nine Weeks (3/3/14-3/13/14) 8th Grade District Writing Prompts (Teachers enter prompt scores into EdInsight): Prompt #1: 9/9/13-9/13/13 Prompt #2: 12/2/13-12/6/13 FCAT Writing Test: 2/25/14-2/26/14 FCAT 2.0 Reading, Math, and Science Tests: 4/22/14-5/7/14 EOC Exams: Biology: 5/5/14-5/9/14 Algebra I: 5/12/14-5/16/14 Geometry: 5/19/14-5/23/14

### Evidence of Completion:

Discovery Ed, EOC 9 Weeks Exams, District Writing Prompts, FCAT Writing, FCAT 2.0 Tests, EOC Exams

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.

**G1.B1** High level of rigor not utilized consistently in classroom instruction.

**G1.B1.S1** Design and deliver PD in increasing rigor in classroom instruction.

### **Action Step 1**

School-based leadership will design PD for all grade levels to increase rigor in classroom instruction. PD topics include: Reciprocal Teaching, Probes, PLC Leader Meetings, Common Core, Literacy Strategies in the Content Area Classroom Staff Development/PLC Calendar 2013-2014 FIRST SEMESTER August 7 Common Core Training (School Wide PD) August 14 Open August 21 School Improvement Time EdInsight Training for PLC Leaders August 28 School Improvement Time Establishing Norms and S.M.A.R.T. Goals (School Wide PD) September 4 School Improvement Time Deliberate Practice Plan (DPP) and Self-Assessment Overview (School Wide PD) September 6 EdInsight Follow Up Training September 9 Reading Edge 2.0 FCAT Training (Reading Department) September 10 Reading Edge 2.0 FCAT Training (Reading Department) September 11 Open (Optional) DPP Follow Up Training (Open Labs--Help Provided in Media Center if Needed) September 18 PLC Leader Meeting September 18 School Improvement Time School Wide PD (Building Common Core) September 25 School Improvement Time (Individual PLC Meetings) September 27 Diversity Training (School Wide PD) October 2 School Improvement Time (Individual PLC Meetings) October 9 Open October 16 School Improvement Time (Probes 7th Grade Level PLC including ESE and PE PLC) (6th and 8th Grade Individual PLC Meetings) October 23 School Improvement Time (Probes 8th Grade Level PLC including Science Elective, Spanish, and Magnet Elective PLC) (6th and 7th Grade Individual PLC Meetings) October 24 Reciprocal Teaching (New Teachers/Language Arts Teachers) October 30 School Improvement Time (Probes 6th Grade Level PLC including Reading, Fine Arts, and Computer Technology PLC) (7th and 8th Grade Individual PLC Meetings) November 4 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 5 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 6 Open November 11 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 13 School Improvement Time (Individual PLC Meetings) November 20 School Improvement Time School Wide PD November 27 No School- Thanksgiving Holiday December 4 School Improvement Time (Individual PLC Meetings) December 11 School Improvement Time School Wide PD (Freedom Writers) December 18 Open December 25 No School-Winter Break SECOND SEMESTER January 1 No School-Winter Break January 8 School Improvement Time School Wide PD (TBD) January 15 School Improvement Time (Individual PLC Meetings) January 22 School Improvement Time (Individual PLC Meetings) January 29 Open February 5 School Improvement Time School Wide PD (TBD) February 12 School Improvement Time (Individual PLC Meetings) February 19 School Improvement Time (Individual PLC Meetings) February 26 Open March 5 School Improvement Time School Wide PD (TBD) March 12 School Improvement Time (Individual PLC Meetings) March 19 No School- Spring Break March 26 School Improvement Time (Individual PLC Meetings) April 2 School Improvement Time School Wide PD (Look Who's Talking) April 9 School Improvement Time (Individual PLC Meetings) April 16 Open April 23 School Improvement Time (Individual PLC Meetings) April 30 School Improvement Time (Individual PLC Meetings) May 7 School Improvement Time (Individual PLC Meetings) May 14 School Improvement Time (Individual PLC Meetings) May 21 Open May 28 Open \*School wide trainings are organized based on teachers, grade levels and subject areas current needs.\*

### **Person or Persons Responsible**

Administration and Instructional Coach



**Target Dates or Schedule**

August 7, 2013; September 18, 2013; October 24, 2013; October 16, 2013; October 23, 2013; October 30, 2013; November 4, 2013; November 5, 2013; November 11, 2013; November 20, 2013; On-going

**Evidence of Completion**

PD Calendar, Learning Logs and Sign-in Sheets

**Facilitator:**

District Content Support Team, Instructional Coach, Administration, Lead Teachers

**Participants:**

Faculty, PLC Leaders

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

Administration creates PD on EIS/PD Place system. PD approved by the District. PD is scheduled on the calendar.

**Person or Persons Responsible**

Administration, District Content Support Team, Instructional Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PD Calendar, Learning Logs, Sign-in Sheets

**Plan to Monitor Effectiveness of G1.B1.S1**

Check to see if PD Calendar is created and PD facilitated on assigned dates. Reading learning logs reviewed for feedback. Based on the feedback, follow-up PD and support.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PD Calendar, Learning Logs

**G1.B1.S2** PLC's will utilize progress monitoring data to create learning and summarizing activities to increase rigor of classroom instruction.

**Action Step 1**

PLC Calendar created. PLC will review student progress monitoring data to determine areas of student proficiency and deficiency. PLC will complete agenda form including documentation of learning and summarizing activities to increase rigor of classroom instruction. Administration will attend PLC meetings on a rotating schedule or as needed.

**Person or Persons Responsible**

Administration, PLC Leaders, Teachers

**Target Dates or Schedule**

Twice a month

**Evidence of Completion**

PLC Agenda and PLC Reflection Log

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Administration will attend PLC meetings, review PLC agendas and reflection logs.

**Person or Persons Responsible**

Administration, PLC Leaders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PLC Agenda, PLC Reflection Log, Admin PLC Observation

## Plan to Monitor Effectiveness of G1.B1.S2

Administration will collect PLC agendas and reflection logs. Administration will attend PLC meeting and observe to see if PLC is using student data to create learning and summarizing activities to increase the rigor of classroom instruction. Successful implementation will be documented and acknowledged. Poor implementation will be documented and redirected. Instructional Coach may be assigned to demonstrate or co-teach.

### Person or Persons Responsible

Administration, PLC Leaders

### Target Dates or Schedule

Twice a month

### Evidence of Completion

PLC Agenda and PLC Reflection Log

**G1.B1.S3** Administration will complete classroom observations using the Marzano Instructional Model and provide appropriate feedback.

### Action Step 1

Administration will complete scheduled formal observations and unscheduled walk throughs of classrooms. During post observation conferences, administration will provide appropriate feedback regarding observations and document in iObservation.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

iObservation, Lesson Plan

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

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

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Marzano Instructional Model, iObservation, Lesson Plans

### Plan to Monitor Effectiveness of G1.B1.S3

During classroom observations and walk throughs, 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 or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Marzano Instructional Model, iObservation, Lesson Plan, Discovery Education PMA

**G1.B1.S4** Provide assistance to address any instructional concerns documented in iObservation.

#### Action Step 1

Conduct pre and post observation meetings based on formal observations and walk throughs. Discuss observations. Create action plan. Teacher referred to iObservation resource library.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

DPP Reflection, iObservation, Pre and Post Conference notes based on walk through follow-up

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Conduct pre and post observation meetings based on formal observations and walk-throughs. Discuss observations. Create action plan. Instructional coach will provide support. Teacher referred to iObservation resource library. Follow up observations and walk-throughs.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

iObservation, Lesson Plans, PLC Agenda Form

### **Plan to Monitor Effectiveness of G1.B1.S4**

Conduct pre and post observation meetings based on formal observations and walk-throughs. Discuss observations. Follow up observations and walk-throughs. Document observations and meetings in iObservation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

iObservation, Lesson Plans, PLC Agenda Form

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Sanford Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.

**G1.B1** High level of rigor not utilized consistently in classroom instruction.

**G1.B1.S1** Design and deliver PD in increasing rigor in classroom instruction.

### **PD Opportunity 1**

School-based leadership will design PD for all grade levels to increase rigor in classroom instruction. PD topics include: Reciprocal Teaching, Probes, PLC Leader Meetings, Common Core, Literacy Strategies in the Content Area Classroom Staff Development/PLC Calendar 2013-2014 FIRST SEMESTER August 7 Common Core Training (School Wide PD) August 14 Open August 21 School Improvement Time EdInsight Training for PLC Leaders August 28 School Improvement Time Establishing Norms and S.M.A.R.T. Goals (School Wide PD) September 4 School Improvement Time Deliberate Practice Plan (DPP) and Self-Assessment Overview (School Wide PD) September 6 EdInsight Follow Up Training September 9 Reading Edge 2.0 FCAT Training (Reading Department) September 10 Reading Edge 2.0 FCAT Training (Reading Department) September 11 Open (Optional) DPP Follow Up Training (Open Labs--Help Provided in Media Center if Needed) September 18 PLC Leader Meeting September 18 School Improvement Time School Wide PD (Building Common Core) September 25 School Improvement Time (Individual PLC Meetings) September 27 Diversity Training (School Wide PD) October 2 School Improvement Time (Individual PLC Meetings) October 9 Open October 16 School Improvement Time (Probes 7th Grade Level PLC including ESE and PE PLC) (6th and 8th Grade Individual PLC Meetings) October 23 School Improvement Time (Probes 8th Grade Level PLC including Science Elective, Spanish, and Magnet Elective PLC) (6th and 7th Grade Individual PLC Meetings) October 24 Reciprocal Teaching (New Teachers/Language Arts Teachers) October 30 School Improvement Time (Probes 6th Grade Level PLC including Reading, Fine Arts, and Computer Technology PLC) (7th and 8th Grade Individual PLC Meetings) November 4 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 5 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 6 Open November 11 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 13 School Improvement Time (Individual PLC Meetings) November 20 School Improvement Time School Wide PD November 27 No School- Thanksgiving Holiday December 4 School Improvement Time (Individual PLC Meetings) December 11 School Improvement Time School Wide PD (Freedom Writers) December 18 Open December 25 No School-Winter Break SECOND SEMESTER January 1 No School-Winter Break January 8 School Improvement Time School Wide PD (TBD) January 15 School Improvement Time (Individual PLC Meetings) January 22 School Improvement Time (Individual PLC Meetings) January 29 Open February 5 School Improvement Time School Wide PD (TBD) February 12 School Improvement Time (Individual PLC Meetings) February 19 School Improvement Time (Individual PLC Meetings) February 26 Open March 5 School Improvement Time School Wide PD (TBD) March 12 School Improvement Time (Individual PLC Meetings) March 19 No School- Spring Break March 26 School Improvement Time (Individual PLC Meetings) April 2 School Improvement Time School Wide PD (Look Who's Talking) April 9 School Improvement Time (Individual PLC Meetings) April 16 Open April 23 School Improvement Time (Individual PLC Meetings) April 30 School Improvement Time (Individual PLC Meetings) May 7 School Improvement Time (Individual PLC Meetings) May 14 School Improvement Time (Individual PLC Meetings) May 21 Open May 28 Open \*School wide trainings are organized based on teachers, grade levels and subject areas current needs.\*

### **Facilitator**

District Content Support Team, Instructional Coach, Administration, Lead Teachers



**Participants**

Faculty, PLC Leaders

**Target Dates or Schedule**

August 7, 2013; September 18, 2013; October 24, 2013; October 16, 2013; October 23, 2013; October 30, 2013; November 4, 2013; November 5, 2013; November 11, 2013; November 20, 2013; On-going

**Evidence of Completion**

PD Calendar, Learning Logs and Sign-in Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.	\$9,733
Total		\$9,733

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Sanford Middle PD Funds		\$9,733
Total		\$9,733

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model.

**G1.B1** High level of rigor not utilized consistently in classroom instruction.

**G1.B1.S1** Design and deliver PD in increasing rigor in classroom instruction.

### **Action Step 1**

School-based leadership will design PD for all grade levels to increase rigor in classroom instruction. PD topics include: Reciprocal Teaching, Probes, PLC Leader Meetings, Common Core, Literacy Strategies in the Content Area Classroom Staff Development/PLC Calendar 2013-2014 FIRST SEMESTER August 7 Common Core Training (School Wide PD) August 14 Open August 21 School Improvement Time EdInsight Training for PLC Leaders August 28 School Improvement Time Establishing Norms and S.M.A.R.T. Goals (School Wide PD) September 4 School Improvement Time Deliberate Practice Plan (DPP) and Self-Assessment Overview (School Wide PD) September 6 EdInsight Follow Up Training September 9 Reading Edge 2.0 FCAT Training (Reading Department) September 10 Reading Edge 2.0 FCAT Training (Reading Department) September 11 Open (Optional) DPP Follow Up Training (Open Labs--Help Provided in Media Center if Needed) September 18 PLC Leader Meeting September 18 School Improvement Time School Wide PD (Building Common Core) September 25 School Improvement Time (Individual PLC Meetings) September 27 Diversity Training (School Wide PD) October 2 School Improvement Time (Individual PLC Meetings) October 9 Open October 16 School Improvement Time (Probes 7th Grade Level PLC including ESE and PE PLC) (6th and 8th Grade Individual PLC Meetings) October 23 School Improvement Time (Probes 8th Grade Level PLC including Science Elective, Spanish, and Magnet Elective PLC) (6th and 7th Grade Individual PLC Meetings) October 24 Reciprocal Teaching (New Teachers/Language Arts Teachers) October 30 School Improvement Time (Probes 6th Grade Level PLC including Reading, Fine Arts, and Computer Technology PLC) (7th and 8th Grade Individual PLC Meetings) November 4 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 5 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 6 Open November 11 Problem Solving Incorporating Reciprocal Teaching (Math Teachers) November 13 School Improvement Time (Individual PLC Meetings) November 20 School Improvement Time School Wide PD November 27 No School- Thanksgiving Holiday December 4 School Improvement Time (Individual PLC Meetings) December 11 School Improvement Time School Wide PD (Freedom Writers) December 18 Open December 25 No School-Winter Break SECOND SEMESTER January 1 No School-Winter Break January 8 School Improvement Time School Wide PD (TBD) January 15 School Improvement Time (Individual PLC Meetings) January 22 School Improvement Time (Individual PLC Meetings) January 29 Open February 5 School Improvement Time School Wide PD (TBD) February 12 School Improvement Time (Individual PLC Meetings) February 19 School Improvement Time (Individual PLC Meetings) February 26 Open March 5 School Improvement Time School Wide PD (TBD) March 12 School Improvement Time (Individual PLC Meetings) March 19 No School- Spring Break March 26 School Improvement Time (Individual PLC Meetings) April 2 School Improvement Time School Wide PD (Look Who's Talking) April 9 School Improvement Time (Individual PLC Meetings) April 16 Open April 23 School Improvement Time (Individual PLC Meetings) April 30 School Improvement Time (Individual PLC Meetings) May 7 School Improvement Time (Individual PLC Meetings) May 14 School Improvement Time (Individual PLC Meetings) May 21 Open May 28 Open \*School wide trainings are organized based on teachers, grade levels and subject areas current needs.\*

### **Resource Type**

Evidence-Based Program

**Resource**

Used to pay for substitutes, non-district PD fees

**Funding Source**

Sanford Middle PD Funds

**Amount Needed**

\$9,733