

Seminole County Public Schools

Sanford Middle School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sanford Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 Positive Behavior Support (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 where students feel safe, understood and are aware of how their effort and mindset work cohesively to achieving academic and personal success.

b. 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 and develop the life-skills necessary for life-success.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Positive Behavior Support (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: Proud, Prompt, Prepared, Polite and Positive conduct. 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 Positive Behavior Support (PBS) Room. Sanford Middle School has turned the corner to recognize the positive through the promotion of school pride/ the Way of the Warrior.

Sanford Middle School offers professional development opportunities for teachers in establishing future ready students and supporting effective classroom management.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Sanford Middle School has a core Multi-Tiered System of Support (MTSS) Team, a Positive Behavior Support (PBS) Team, Warrior Mentor Team and the Exceptional Student Education (ESE) Team. Together these teams work to address the academic, behavioral and social-emotional needs of all students. The Exceptional Student Education (ESE) students receive counseling, social personal classes and consultation services as needed.

The Warrior Mentor Team mentors students and indiscriminately acknowledges their performance with praise. The Positive Behavior Support (PBS) Team inserted Spirit Days throughout the calendar, "celebrations," and the Warrior Buck program. Students will receive a Warrior Buck from any faculty member on the campus when they observed exhibiting positive behavior. Randomly students will earn rewards based on the number of Warrior Bucks collected for the demonstration of positive behavior: the Way of the Warrior.

3. Early Warning Systems

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

a. 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 from this report, schools schedule and monitor parent meeting invitations.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	14	18	17	0	0	0	0	49	
One or more suspensions	0	0	0	0	0	0	8	11	7	0	0	0	0	26	
Course failure in ELA or Math	0	0	0	0	0	0	9	21	10	0	0	0	0	40	
Level 1 on statewide assessment	0	0	0	0	0	0	23	39	25	0	0	0	0	87	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	24	40	28	0	0	0	0	92	

c. 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 - 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.

*School-Based Progress Monitoring Goal: Science: 50% of students will score 70% or higher on each nine weeks exam.

*School-Based Progress Monitoring Goal: 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.

*School-Based Progress Monitoring Goal: Math: 50 % of math students will score 70% or higher on each nine weeks exam.

*School-Based Progress Monitoring Goal: Social Science: 70% of all students will pass with a 70 or higher on each nine weeks exam.

*School-Based Progress Monitoring Goal: Attendance: Overall student attendance will increase to 90% for the 2016-2017 school year.

*School-Based Progress Monitoring Goal: 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) Multi-Tiered System of Support 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.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and

to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (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) and numerous other out-reach strategies developed by school staff.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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 the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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, Magnet Night, 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 welcome collaboration with local businesses for participation in their school's business partners programs.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Shuler, Randy	Principal
Edmonds, Shayna	Instructional Coach
Rosemeyer, Nicole	Instructional Coach
Panarello, Trish	Instructional Coach
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
Dunlop, Martin	Assistant Principal
Paavgouzas, Nicholas	Assistant Principal
Smith, Sonia	Assistant Principal
Diltz, Ronald	Dean
Lindquist, Garrett	Dean

b. Duties

1. 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, school administration manager, deans, 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Randy Shuler	Principal
Beena Patel	Parent
Greg Sutton	Parent
Carrie Delong-Price	Parent
Karen Williams	Parent
Lauri Schoneck	Parent
Christina Ruud	Parent
Selwyn Henriques	Parent
Raj Vaidyanathan	Parent
Kemedontae Tillman	Business/Community
Sharmanya Jamison-Blanch	Business/Community
Jennifer Perez	Teacher
Helen Hui	Teacher
Sydney Pleasants	Teacher
Mike Keyser	Teacher
Karen Torres	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC evaluated the school improvement plan to make suggestions for school-wide improvements and incentives to promote student engagement and promote

b. Development of this school improvement plan

The SAC reviews the school improvement plan, makes suggestions for improvement, approves the school improvement plan and the SAC Budget for the year. Sanford Middle School completed the 2016 Florida 5Essentials in 2016. The results of these surveys indicate that Sanford Middle School is partially organized for improvement. Each of the Essentials provides a different lens into the organizational and learning conditions at Sanford Middle School and provides guidance on how a

school can organize its work:

Ambitious Instruction: Classes are challenging and engaging.

Effective Leaders: Principals And Teachers Implement A Shared Vision For Success.

Collaborative Teachers: Teachers Collaborate To Promote Professional Growth.

Involved Families: The Entire Staff Builds Strong External Relationships.

Supportive Environment: The School Is Safe, Demanding, And Supportive.

c. 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, to make suggestions for magnet focus, core literacy resources, student engagement and student incentives.

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

SAC 2016 -2017 Allocation: \$2,982.00. All SAC funds will be used to support the School Improvement Plan Goals. SAC school improvement funds also support school-wide initiatives; such as, STEM Night, Magnet Night, Positive Behavior Support initiatives, Student Recognition incentives and initiatives. The amount(s) budgeted for each project will be voted on and approved by SAC Members.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shuler, Randy	Principal
Campbell, Leonie	Teacher, K-12
Edmonds, Shayna	Instructional Coach
Hampton, Meredith	Teacher, K-12
Moye, Kiafa	Teacher, K-12
Perez, Jennifer	Teacher, K-12
Pharis, Karen	Teacher, K-12

b. Duties

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

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.

Sanford Middle School is dedicated to
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

D. Public and Collaborative Teaching

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

1. 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.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 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

Paavgouzas, Nicholas, nicholas_pavgouzas@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: After School Program

Minutes added to school year: 600

Reading Edge Component Team Meetings:

Strategy Rationale

Successful schools and teachers do more than have meetings or solve immediate problems together; they organize themselves and their resources to make a lasting impact through component teams. As teachers become more familiar with the instructional processes of classroom programs, their focus shifts from logistics and lesson structure to student progress.

Once component teams become more goal and data driven, student outcomes and data dictate the topics for further teacher discussion and study. Ongoing learning and continuous improvement are the goals of teachers who are determined to improve their practice by setting high expectations and holding one another accountable. High-performing component teams serve students and teachers successfully by demonstrating these attributes:

- relentless, systemic focus on student achievement;
- ongoing, collaborative analysis and evaluation of data at the classroom and school level;
- group commitment to goal setting and monitoring results;
- professional support through peer observations and feedback, reporting concerns, and sharing results; and
- dependable routines for establishing rotating roles and responsibilities that address component team topics, meeting schedules, agendas, record keeping, and meaningful participation from all component team members.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Edmonds, Shayna, shayna_edmonds@scps.k12.fl.us

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

Upon completion of the professional development, teachers will have access to an effective and efficient classroom management systems, project based learning design and data-driven instruction to facilitate opportunities for learning, which will promote student achievement and proficiency on the district reading progress monitoring assessments.

Strategy: After School Program

Minutes added to school year: 600

New Warriors Professional Development Course

Strategy Rationale

ALL New teachers will be focusing on learning and mastering the systems needed to be an effective educator at Sanford MS. We will make sure you understand the Warrior Code, Mission and Vision and you are on your way to being a successful educator.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kelsey, Elizabeth, elizabeth_kelsey@scps.k12.fl.us

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

Upon completion of the professional development, teachers will have access to an effective and efficient classroom management systems, project based learning design and utilizing technology and innovation in the classroom. These professional developments will assist in fostering a positive climate for students, allowing them the opportunity to achieve proficiency on the state standards in a safe, predictable, and nurturing environment.

Strategy: After School Program

Minutes added to school year: 600

Depth of Knowledge Professional Development Course:

Strategy Rationale

This PD will focus on the overall lesson planning process. You will work on creating lesson plans based on specific standards, assessment development, state standard alignment, and planning evaluation centered on the use of cognitive complexity. Participants will work through the process of creating cognitive correct lessons and will be required to develop a lesson, which will be used in their classroom. The goal of this PD is to expose and have each participate experience the lesson planning process through the use of DOK.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dunlop, Martin, martin_dunlop@scps.k12.fl.us

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

Upon completion of the professional development, teachers will implement lesson plans completed with the DOK process that is

Strategy: After School Program

Minutes added to school year: 600

Blended Strategies Professional Development Course:

Strategy Rationale

This Professional Development will focus on "blending" and integrating technology in your classroom. Not just using stations and rotations, but looking at how that activity can support the teaching of standards and push your small groups into mastery. The goal would be creating differentiated instructions in your lessons to reach all learners. Have you been thinking about how you can possibly meet the needs of all of your learners? Join us for the Blended Learning cohort. This semester, we will be examining case studies to apply best practices for delivering content and instruction via digital and online media. Find out how you can empower your students to take ownership over their learning

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rosemeyer, Nicole, nicole_rosemeyer@scps.k12.fl.us

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

Upon completion of the professional development, teachers will have the knowledge and experience with developing differentiated instruction lessons to reach all learners, as well as delivering content and instruction in a learning engagement environment - which will empower students to take ownership of their learning.

Strategy: After School Program

Minutes added to school year: 600

Creating Future Ready Students Professional Development Course

Strategy Rationale

This PD will assist you in being the ultimate guide/facilitator of knowledge for your students. We will discuss how students can be innovative, responsible citizens, effective communicators and persevere through tough situations. You will create a cross curricular lesson that will combine all aspects of being "Future Ready" and what that looks like in a Sanford MS Warrior.

The PD will focus on 4 different areas of Future Ready Learners

- Learning—innovation & imagination, problem solving, and digital literacy
- Interacting—communication, collaboration, and interpersonal skills
- Participating—engaging in citizenship, international outlook, responsibility
- Growing—being self-aware, adapting and perseverance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Paavgouzas, Nicholas, nicholas_pavgouzas@scps.k12.fl.us

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

Upon completion of the professional development, teachers will implement the five interdependent characteristics of learning environments: active, collaborative, constructive, authentic and goal directed to foster student achievement and grade-level proficiency. As students participate in project-based and hands-on experiences, they will incorporate future ready skills: learning, interacting, participating and growing.

Strategy: After School Program

Minutes added to school year: 600

PBL (Project Based Learning) Professional Development Course

Strategy Rationale

This introductory PBL course will help you transform your classroom. Raise the bar by planning projects where students research and respond to engaging and complex questions, problems, or challenges and demonstrate understanding through product creation with digital tools.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Upon completion of the professional development, teachers will implement project-based learning assignments to students that align with the Florida Standards and the applicable DOK. Teachers will unpack the benchmark and collaboratively create a project-based learning assignment to assess student mastery.

Strategy: After School Program

Minutes added to school year: 600

Classroom Management Professional Development Course

Strategy Rationale

This Professional Development is for teachers with all levels of experience. Through collaboration, we will address the following components necessary for effective classroom management:

- Creating a positive classroom environment;
- Building individual relationships with all students;
- Understanding the science of adolescence;
- Identifying and addressing students at-risk of disruptive behavior; and
- Managing class disruptions.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Edmonds, Shayna, shayna_edmonds@scps.k12.fl.us

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

Upon completion of this professional development, teachers will have access to an effective and efficient classroom management system that establishes a positive climate for students, allowing them the opportunity to achieve proficiency on the state standards in a safe, predictable, and nurturing environment.

Strategy: Summer Program

Minutes added to school year: 5,400

The summer reading program aims to provide students with essential reading foundational application skills that are necessary for support and success at the middle school level.

Strategy Rationale

The essential feature of this program is the choice it offers students. The present program suggests a wide variety of authors whose works students should be encouraged to investigate. Any Sunshine State Young Readers award winner (current or past) at the middle school level may 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, and provided a brief summary of each book.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Edmonds, Shayna, shayna_edmonds@scps.k12.fl.us

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

Students are required to complete a reading project, using grade-level material, enabling teachers to access student mastery of essential reading skills that align with Florida Standards.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

For incoming sixth grade students and families, we offer school tours twice a week. During the school tours, students and parents have the opportunity to view and interact with our STEM and Magnet focus areas. In addition to school tours, we host a Magnet Night and a STEM Night. During this time, prospective students and parents have the opportunity to engage in hands-on STEM and/or Magnet focus learning experiences with our current students and faculty members. The eighth grade awards is a special event for all eighth grade students and families. During this time, we recognize every student with academic, behavioral and/or conduct awards.

In addition to student awards, an eighth grade student is elected into the Sanford Middle School Hall of Fame. All Hall of Fame nominees are honored for their superior academic standing, superior conduct, and superior commitment to campus and community involvement.

b. College and Career Readiness

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

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.

Sanford Middle School, STEM Magnet has launched partnership with the Central Florida Zoo's educational department to coordinate a field experience for Pre-Vet 2 and Pre-Vet 3 students. The semester/year-long courses allow more than 75 students to participate in the program. The students spend half of their Wednesday each week integrating Sanford Middle's STEM philosophy in a real-life situations at the Zoo. The science standards have been aligned with the Pre-Vet elective and highlight the experience that the students are being exposed to.

The Central Florida Zoo also allows our students an opportunity to work with animals and view them in their habitats. The Zoo Veterinarian on staff is available to answer questions and demonstrate proper care and procedures when interacting with animals. Not only does the field trip foster experiences with animals but allows students a chance to explore diverse career paths in the fields of animal sciences.

Sanford Middle School is requesting a waiver under 2.323 to allow our Pre-Veterinarian 2 and 3 classes to attend the Central Florida Zoo with three teachers. We are asking that the board waive the field trip chaperone to student ratios (1 to 10) for this trip. The students are aware of classroom rules and expectations and there will also be 2-3 Zoo staff that have been cleared through SCPS Chaperone guidelines assisting through the experience with the teachers and students.

2. 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.

3. 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. Sanford Middle School has expanded their course offerings to include Programming/ Gaming, Digital Arts, Pre-A+, and IIT (Introduction to Information Technology). Introduction to Information Technology, allows students the opportunity to earn industry certification and high school credit. This course is required for all participants.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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 and integrate relevance of cross-curricular elements aligned with Florida standards to prepare students for public post-secondary level.

Sanford Middle School has identified a specialized “Tech Team” of 6th grade teachers. These teachers are involved in ongoing professional development focusing on integration of technology within everyday instruction. The “Tech Team” has been given a classroom set of laptops for implementation. Incoming 6th graders who select the Direct Connect Experience will be assigned to this team. Sanford Middle School will add a 7th and 8th grade team in the second and third years. In order to register for the Direct Connect Experience and gain acceptance into Crooms Academy of Information Technology, students must: Acknowledge this preference on their course selection form with parental approval. Only fifty students will be accepted into the Direct Connect Experience at each grade level each year. If more than fifty students apply a lottery will be held to select participating students. Once a student is selected for participation they will maintain their status in the Direct Connect Experience throughout their time at Sanford Middle School. Successfully complete the equivalent of three full years of technology coursework. Special consideration may be given to students transitioning from other educational institutions.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = 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 to continuously improve instruction in Science, ELA, Math and Civics.

Strategic Goals Detail

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

G1. To increase student engagement and opportunities for learning, teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model. 1a

G086273

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: Student-Teacher Trust	70.0

Targeted Barriers to Achieving the Goal 3

- Fidelity of technology use in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities targeted to specifically foster increasing instructional technology use in the classroom.
- Administrative Support
- District Content Support Team
- Professional Development
- Professional Learning Community (PLC)

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

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course 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 to continuously improve instruction in Science, ELA, Math and Civics. **1a**

G086274

Targets Supported **1b**

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 ELA 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
Middle School Participation in EOC and Industry Certifications	90.0
Middle School Performance in EOC and Industry Certifications	90.0

Targeted Barriers to Achieving the Goal **3**

- Rigor aligned with Florida State Standards (Depth of Knowledge D.O.K.) not utilized consistently in classroom instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Learning Communities (PLC's).
- District Content Support Team.
- Instructional Coaches.
- Administrative Support.
- 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.

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

Quarterly, from 9/7/2016 to 5/17/2017

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

 = 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

G086273

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

B229212

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

S241720

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

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

Action Step 2 5

eCampus Professional Development Course

Person Responsible

Jen Coursin

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

Action Step 3 5

PBL (Project Based Learning) Professional Development Course

Person Responsible

Nicole Rosemeyer

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

Action Step 4 5

Blended Strategies Professional Development Course

Person Responsible

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course 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

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course 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

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course 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 to continuously improve instruction in Science, ELA, Math and Civics. 1

G086274

G2.B1 Rigor aligned with Florida State Standards (Depth of Knowledge D.O.K.) not utilized consistently in classroom instruction 2

B229213

G2.B1.S1 Design and deliver professional development to increase fidelity of rigor in classroom instruction. 4

S241721

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 fidelity of rigor in classroom instruction.

Person Responsible

Randy Shuler

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

Action Step 2 5

Depth of Knowledge Professional Development Course

Person Responsible

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

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

The administration team will create on-site professional development courses that are approved by the District. Provide schedule of on-site professional development on the Sanford Middle School calendar.

Person Responsible

Randy Shuler

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course 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

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

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

 S241722

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 9/7/2016 to 5/17/2017

Evidence of Completion

Lesson Plans, Conferencing, Feedback and iObservation.

Action Step 2 5

Classroom Management Professional Development Course

Person Responsible

Randy Shuler

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

Action Step 3 5

Creating Future Ready Students Professional Development Course

Person Responsible

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.

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 9/7/2016 to 5/17/2017

Evidence of Completion

Lesson Plans, Observations, Feedback 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 9/7/2016 to 5/17/2017






Evidence of Completion

Lesson Plans, Observations, Feedback and iObservation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M322466	Each administrator will attend professional development opportunities hosted on-site, as well as...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.MA1 M322471	Students will complete Progress Monitoring assessments, EOC 9 Weeks Exams and show learning gains...	Shuler, Randy	9/7/2016	Progress Monitoring Assessments, Common Assessments and EOC 9 Weeks Exams.	5/17/2017 quarterly
G1.B1.S1.MA1 M322464	Each administrator will attend professional development opportunities hosted on-site, as well as...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G1.B1.S1.MA1 M322465	Each administrator will attend professional development opportunities hosted on-site, as well as...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G1.B1.S1.A1 A312822	Design and Deliver Professional Development targeted to specifically increase instructional...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G1.B1.S1.A2 A312823	eCampus Professional Development Course	Coursin, Jen	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G1.B1.S1.A3 A312824	PBL (Project Based Learning) Professional Development Course	Rosemeyer, Nicole	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G1.B1.S1.A4 A312825	Blended Strategies Professional Development Course		9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.B1.S1.MA1 M322467	Monitor Professional Development Calendar for implementation and to ensure professional development...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.B1.S1.MA1 M322468	The administration team will create on-site professional development courses that are approved by...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.B1.S1.A1 A312826	Design and deliver professional development targeted to increase fidelity of rigor in classroom...	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.B1.S1.A2 A312827	Depth of Knowledge Professional Development Course		9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M322469	During classroom walk throughs and formal observations, administration will look for learning and...	Shuler, Randy	9/7/2016	Lesson Plans, Observations, Feedback and iObservation.	5/17/2017 weekly
G2.B1.S2.MA1  M322470	During classroom walk-throughs and formal observations, administration will look for learning and...	Shuler, Randy	9/7/2016	Lesson Plans, Observations, Feedback and iObservation.	5/17/2017 weekly
G2.B1.S2.A1  A312828	Administration will complete walk-throughs of classrooms and formal observations. In iObservation...	Shuler, Randy	9/7/2016	Lesson Plans, Conferencing, Feedback and iObservation.	5/17/2017 weekly
G2.B1.S2.A2  A312829	Classroom Management Professional Development Course	Shuler, Randy	9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly
G2.B1.S2.A3  A312830	Creating Future Ready Students Professional Development Course		9/7/2016	Observations, Feedback, Lesson Plans, Professional Development Calendar, Learning Logs, Attendance and Professional Development Course Culminating Project.	5/17/2017 monthly

V. 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; Nicholas Paavgouzas, Assistant Principal; Sonia Smith, 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

Monthly, from 9/7/2016 to 5/17/2017

PD Opportunity 2

eCampus Professional Development Course

Facilitator

Jen Coursin, Instructional Technology Team Leader

Participants

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

Schedule

Monthly, from 9/7/2016 to 5/17/2017

PD Opportunity 3

PBL (Project Based Learning) Professional Development Course

Facilitator

Nicole Rosemeyer, Instructional Coach

Participants

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

Schedule

Monthly, from 9/7/2016 to 5/17/2017

PD Opportunity 4

Blended Strategies Professional Development Course

Facilitator

Randy Shuler, Principal

Participants

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

Schedule

Monthly, from 9/7/2016 to 5/17/2017

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 to continuously improve instruction in Science, ELA, Math and Civics.

G2.B1 Rigor aligned with Florida State Standards (Depth of Knowledge D.O.K.) not utilized consistently in classroom instruction

G2.B1.S1 Design and deliver professional development to increase fidelity of rigor in classroom instruction.

PD Opportunity 1

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

Facilitator

Martin Dunlop, Assistant Principal; Nicholas Paavgouzas, Assistant Principal; Sonia Smith, Assistant Principal

Participants

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

Schedule

Monthly, from 9/7/2016 to 5/17/2017

PD Opportunity 2

Depth of Knowledge Professional Development Course

Facilitator

Trisha Panarello, Instructional Coach

Participants

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

Schedule

Monthly, from 9/7/2016 to 5/17/2017

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 Principal; Nicholas Paavgouzas, Assistant Principal; Sonia Smith, Assistant Principal

Participants

Administration and Instructional Staff.

Schedule

Weekly, from 9/7/2016 to 5/17/2017

PD Opportunity 2

Classroom Management Professional Development Course

Facilitator

Nicholas Paavagous, Assistant Principal

Participants

Administration and Instructional Staff.

Schedule

Monthly, from 9/7/2016 to 5/17/2017

PD Opportunity 3

Creating Future Ready Students Professional Development Course

Facilitator

Randy Shuler, Principal

Participants

Administration and Instructional Staff.

Schedule

Monthly, from 9/7/2016 to 5/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	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	2016-17
	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	G1.B1.S1.A2	eCampus Professional Development Course				\$0.00
3	G1.B1.S1.A3	PBL (Project Based Learning) Professional Development Course				\$0.00
4	G1.B1.S1.A4	Blended Strategies Professional Development Course				\$0.00
5	G2.B1.S1.A1	Design and deliver professional development targeted to increase fidelity of rigor in classroom instruction.				\$6,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	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.			
6	G2.B1.S1.A2	Depth of Knowledge Professional Development Course				\$0.00
7	G2.B1.S2.A1	Administration will complete walk-throughs of classrooms and formal observations. In iObservation and during post observation conferences,				\$0.00

		administration will provide appropriate feedback regarding observations and document in iObservation.	
8	G2.B1.S2.A2	Classroom Management Professional Development Course	\$0.00
9	G2.B1.S2.A3	Creating Future Ready Students Professional Development Course	\$0.00
Total:			\$8,896.00