

# Sanford Middle School



2014-15 School Improvement Plan

## Sanford Middle School

1700 S FRENCH AVE, Sanford, FL 32771

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

47%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

52%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to empower innovative, collaborative, critical thinkers who actively engage in the improvement of our ever-changing, technological global society.

##### **Provide the school's vision statement**

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

#### School Environment

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

Sanford Middle School has the opportunity to build relationships between teachers and students through the initiative of becoming a growth mindset school. Every Wednesday, students discuss the growth mindset in their homeroom classrooms through a curriculum that was developed by Sanford Middle School instructional coaches. The Mindset Curriculum is based on the work of Dr. Carol Dweck. Through 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.

##### **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.

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

Sanford Middle School utilizes the Positive Behavioral Support System. During the second semester of last school year, 15 faculty members, deans and PBS Administrator developed a roll-out plan for this school year. Team members articulated ideas, polled staff members, attended trainings and collaboratively developed a new philosophy; the 5 Ps. The entire campus follow the Be Proud, Be Prompt, Be Prepared, Be Polite, Be Positive school-wide philosophy. These expectations were taught daily during the first week of school, are reinforced daily during the news, displayed in each teacher's classroom and included in teacher's handouts to parents. Students are continually recognized with "shout-outs" on the news for demonstrations of the 5 Ps and the discipline office has been renamed the PBS Room. These clear expectations are utilized when conferencing with students and working with parents. SMS has turned the corner to recognize the positive! If there is a disciplinary incident



the Deans work through the conversation referring to the 5 Ps and requiring students to reflect on behavior. Every child is treated as an individual.

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

Sanford Middle School has a core MTSS team, a PBS team, Camouflage Mentor team and the ESE team. Together these teams work to address social-emotional needs of all students, no matter the level. The ESE students receive counseling, social personal classes and consultation services as needed. The Camouflage Team “adopts” students and indiscriminately acknowledges their performance with praise. The PBS team inserted Spirit Days throughout the calendar, “celebrations,” and a new stamp program. Students will receive a stamp from any faculty member on the campus when they are caught displaying one of the 5 Ps. Randomly students will earn rewards based on the number of stamps collected for the demonstration of positive behavior. Most importantly, every teacher is comfortable and trained to refer a student immediately to guidance and/or administration if a student appears in need.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	14	11	7	32
One or more suspensions	8	6	6	20
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	18	12	9	39

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	19	13	10	42

**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) CEIS Grant - The CEIS Grant funds paraprofessionals to work with students one-on-one and in small groups three days a week. (2) After School Tutorial - After school tutorial is available as an intervention strategy for students identified by the early warning system two days a week.  
 (3) Grade Recovery - Grade recovery is a course that requires students to receive extra assistance in core academic subjects. (4) Behavior Interventionist - At Sanford Middle School, we have a full time behavior interventionist who visits classrooms, meets with students, develops plans and provides incentive for students in need of assistance with behavior. (5) Check-in / Check-out Sheets - Once a student is suspended, they must check-in and discuss the behavior and how they feel about returning to school. They check-out the end of the day to monitor how the day progressed and their status. (6) Teacher mentors - Teachers are given the opportunity to mentor a student how exhibits one or ore early warning indicators. (7) Glorious Hands Mentoring Group - Glorious Hands Mentoring group specializes in the mentoring of middle school female students that exhibit one or more early warning indicators.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to start of school to welcome the students to the new school year, (2) inviting families to curriculum nights, STEM Night, Open Forum and Community Involvement Meetings,(3) providing access to school grades, progress monitoring data and other relevant

achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking , as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) an numerous other out-reach strategies developed by school staff.

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Shuler, Randy	Principal
Call, Origin	Assistant Principal
Dunlop, Martin	Assistant Principal
Geiss, Shirley	Assistant Principal
Burkett, Richard	Dean
Diltz, Ronald	Dean
Rolle, Brittany	Dean
Knight, Brenda	Administrative Support
Panarello, Trish	Instructional Coach
Rosemeyer, Nicole	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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.

***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 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.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Randy Shuler	Principal
Chantelle Edwards	Teacher
Jennifer Perez	Teacher
Miguel Pou	Teacher
Brittany Rolle	Teacher
Mike Travis	Teacher
Agnes Wong	Teacher
Karen Kelley	Education Support Employee
Kelly Berman	Parent
Shirley Davis - Boyce	Parent
Giridhar Gaddamanugu	Parent
Kathy Graves	Parent
Tracy Marini	Parent
Traci Olson	Parent
Brigid O'Toole - Ryan	Parent
Margi Pandya	Parent
Renee Robinson	Parent
Allen Roosa	Parent
Christina Ruud	Parent
Selwyn Henriques	Parent
Karen Williams	Parent
Carla Stotts	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

Budget for 2014 -2015  
Original allocation: \$10,060.16  
Carryover: \$993.07

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Total SAC Budget \$ 5,222.90  
All SAC funds will be used for student incentives and student awards.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Shuler, Randy	Principal
Call, Origin	Assistant Principal
Dunlop, Martin	Assistant Principal
Rosemeyer, Nicole	Instructional Coach
Panarello, Trish	Instructional Coach
Heller, Ilene	Teacher, K-12
Januzzi, Kimberly	Teacher, K-12
Pharis, Karen	Teacher, K-12
Perez, Jennifer	Teacher, K-12
Warren, Terri	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

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/Text Complexity
3. Meeting AYP goals in Reading and Math
4. Building Academic Vocabulary
5. Supporting the work of PLCs and getting them the necessary data to set SMART goals
6. Close Reading

#### Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

To encourage positive working relationships between teachers, including collaborative planning and instruction, Sanford Middle School teachers:

1. Establish effective PLC Collaboration - each PLC establishes a set of norms to facilitate productive meeting times, develop and implement SMARTS Goals (short and long term), and common assessments.
2. Conduct Cooperative Structure Workshops - weekly workshops conducted by the instructional coaches to assist with effective use of implementing Kagan Cooperative learning structures in the classroom.
3. Attend I40X - weekly department wide meetings that focus on best instructional practices using the Marzano Learning Map and 60 Instructional protocols
4. Attend ITPD - Instructional Technology Professional Development training's held by the department leaders and instructional coaches. ITPD is a time for teachers to collaboratively plan effective uses of instructional technology to increase student engagement

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

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

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

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

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

## Instructional Programs and Strategies

### Instructional Programs

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

Sanford Middle School administrative team ensures its core instructional programs and materials are aligned to Florida's standards by monitoring lesson plans, attending and monitoring PLC meetings, conducting classroom walk-throughs, and monitoring student assessment data on common assessments and district-wide assessments. In addition, the core curricula of Seminole County Public Schools are comprehensive systems employing research-based practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of Florida Standards.

### Instructional Strategies

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

At Sanford Middle School teachers use data to provide and differentiate instruction to meet the diverse needs of students by (1) collecting and tracking student data identifying non proficient areas, (2) students are tracked and identified for specific instructional review based on skill level, (3) students are sent to classrooms where they are struggling during homeroom to review and make up work based on the individual needs, and (4) teachers develop lessons that allow students to collaborate based on their level of understanding.

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



**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

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

### ***Strategy Rationale***

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

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Geiss, Shirley, shirley\_geiss@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 Discovery Education. 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.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

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

### **College and Career Readiness**

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

Career awareness is part of Computer Applications classes. It enables students to explore future career options and assist them in making informed course selections in high school. Students use the Florida CHOICES Explorer program to develop career and educational plans based on their personal aptitudes, interests, and skills.

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

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

Students at Sanford Middle School have tremendous opportunities to discover and explore math, science, and technology courses through numerous electives. The school offers courses such as Pre-engineering and Pre-architecture which has effectively prepared students for high school, college and careers in the engineering and architectural fields. Additionally, the school offers courses in Pre-medicine, Pre-veteranarian science, Marine Biology, Environmental Science and Biotechnology which 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.

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 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.

## Strategic Goals Detail

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

**G1. Teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model. 1a**

G053323

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	82.0
FAA Mathematics Proficiency	81.0
FSA - Mathematics - Proficiency Rate	70.0
Algebra I EOC Pass Rate	94.0
Geometry EOC Pass Rate	96.0
AMO Reading - All Students	82.0
FAA Reading Proficiency	73.0
FSA - English Language Arts - Proficiency Rate	70.0
Bio I EOC Pass	98.0

**Resources Available to Support the Goal 2**

- Instructional Coaches
- Professional development directed at increasing instructional technology use
- Professional Learning Communities (PLC'S)
- District Content Support Team

**Targeted Barriers to Achieving the Goal 3**

- Fidelity of technology use in the classroom

**Plan to Monitor Progress Toward G1. 8**

Conduct pre and post observation meetings based on formal observations and walk-thoughts. Discuss walk-throughs and observations, and provide feedback. Instructional coaches and teacher mentors will provide support.

**Person Responsible**

Origin Call

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

Lesson Plans Walk-throughs, Observations, iObservations

**G2. Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model. 1a**

G053324

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Math - American Indian	
AMO Math - Asian	96.0
AMO Math - African American	63.0
AMO Math - ED	71.0
AMO Math - ELL	61.0
AMO Math - Hispanic	81.0
AMO Math - SWD	60.0
AMO Math - White	87.0
Math Gains	73.0
Math Lowest 25% Gains	73.0
AMO Reading - All Students	82.0
AMO Reading - American Indian	
AMO Reading - Asian	94.0
AMO Reading - African American	65.0
AMO Reading - ED	71.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	80.0
AMO Reading - SWD	60.0
AMO Reading - White	87.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	73.0
FAA Science Proficiency	50.0
FAA Writing Proficiency	20.0
Middle School Participation in EOC and Industry Certifications	94.0
Middle School Performance in EOC and Industry Certifications	90.0

**Resources Available to Support the Goal 2**

- 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 3**

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

**Plan to Monitor Progress Toward G2. 8**

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 Responsible**

Shirley Geiss

**Schedule**

On 5/20/2015

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers in all content areas will implement instructional technology aligned with the SCPS Instructional Model. **1**

 G053323

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

 B134522

**G1.B1.S1** Design and deliver PD in increasing instructional technology use in the classroom. **4**

 S146353

### Strategy Rationale

The goal of instructional technology PD 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 PD in increasing instructional technology use

#### Person Responsible

Origin Call

#### Schedule

Biweekly, from 9/3/2014 to 5/20/2015

#### Evidence of Completion

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

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

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

**Person Responsible**

Origin Call

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

***Evidence of Completion***

PD Calendar, Teacher Attendance, PD Reflection Logs, Lesson Plan Monitoring, Walk-throughs and Observations.

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

Administration will conduct walk-throughs, and provide feedback in iObservation.

**Person Responsible**

Origin Call

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

***Evidence of Completion***

PD Calendar, Teacher Attendance, PD Reflection Logs, Lesson Plan Monitoring, Walk-throughs and Observations.



**G1.B1.S2** Administration will complete classroom observations and provide appropriate feedback. 4

S146354

**Strategy Rationale**

Providing feedback will promote awareness of effective use in increasing engagement and enhancing instruction, as well as, promoting professional growth.

**Action Step 1** 5

The principal and assistant principals will complete classroom observations to monitor use of instructional technology and provide feedback of effectiveness.

**Person Responsible**

Randy Shuler

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

Identify/Observing use of instructional technology resources that are aligned with the district curriculum and supplemental resources.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

All members of the administrative team will work collaboratively to conduct walk-throughs and provide appropriate feedback.

**Person Responsible**

Randy Shuler

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

All members of the administrative team will work collaboratively to set goals for completion of walk-throughs and the process of providing feedback to instructional staff.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

All members of the administrative team will meet weekly to discuss the effectiveness of implementation and make revision(s) when necessary

**Person Responsible**

Randy Shuler


**Schedule**

Weekly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

Meeting goals set weekly or biweekly will determine the effectiveness of implementation

**G1.B1.S3 Provide assistance to address any concerns 4**

 S146355

**Strategy Rationale**

Establish the opportunity to improve performance and reduce confusion of instructional technology resources.

**Action Step 1 5**

The principal, assistant principals and the instructional coaches will work collaboratively to provide opportunities to address areas of concerns with instructional technology.

**Person Responsible**

Randy Shuler

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

PD Calendar, Attendance to bi-weekly instructional technology and needs assessment.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

The assistant principals and instructional coaches will work collaboratively to encourage attendance to instructional technology PLC's.

**Person Responsible**

Randy Shuler

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

***Evidence of Completion***

Teacher attendance, Lesson Plans and observance of instructional use in the classroom.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

The assistant principals and instructional coaches will work collaboratively to ensure that PLC content addresses areas of concerns, which will promote teacher attendance and effectiveness of implementation.

**Person Responsible**

**Schedule**

Weekly, from 9/3/2014 to 5/20/2015

***Evidence of Completion***

Teacher attendance, Lesson plans, and observance of instructional technology use in the classroom.

**G2.** Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model. **1**

G053324

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

B134523

**G2.B1.S1** Design and deliver PD in increasing rigor in classroom instruction. **4**

S146356

### **Strategy Rationale**

The goal of PD 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 PD in increasing rigor in classroom instruction.

#### **Person Responsible**

Origin Call

#### **Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

#### **Evidence of Completion**

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

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

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

#### **Person Responsible**

Origin Call

#### **Schedule**

On 5/20/2015

#### **Evidence of Completion**

PD Calendar, Learning Logs, Sign-in Sheets

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

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 Responsible**

Origin Call


**Schedule**

On 5/20/2015

**Evidence of Completion**

PD Calendar, Learning Logs

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

 S146357

**Strategy Rationale**

Ensure implementation of county's instructional evaluation model.

**Action Step 1 5**

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 Responsible**

Martin Dunlop

**Schedule**

On 5/22/2015

**Evidence of Completion**

Lesson Plans and iObservation.

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

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

Marzano Instructional Model, iObservation, Lesson Plans

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

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 Responsible**

**Schedule**

***Evidence of Completion***

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

**G2.B1.S3** Provide assistance to address any instructional concerns documented in iObservation. 4

 S146358

**Strategy Rationale**

Provide opportunities for teachers to develop their teaching abilities.

**Action Step 1** 5

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 Responsible**

Martin Dunlop

**Schedule**

On 5/22/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

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 Responsible**

**Schedule**

**Evidence of Completion**

iObservation, Lesson Plans, PLC Agenda Form

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

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 Responsible**

**Schedule**

**Evidence of Completion**

iObservation, Lesson Plans, PLC Agenda Form

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Design and Deliver PD in increasing instructional technology use	Call, Origin	9/3/2014	PD Calendar, Teacher sign-in sheet, reflection log, lesson plans, walk-throughs and observation.	5/20/2015 biweekly
G1.B1.S2.A1	The principal and assistant principals will complete classroom observations to monitor use of instructional technology and provide feedback of effectiveness.	Shuler, Randy	9/3/2014	Identify/Observing use of instructional technology resources that are aligned with the district curriculum and supplemental resources.	5/20/2015 biweekly
G1.B1.S3.A1	The principal, assistant principals and the instructional coaches will work collaboratively to provide opportunities to address areas of concerns with instructional technology.	Shuler, Randy	9/3/2014	PD Calendar, Attendance to bi-weekly instructional technology and needs assessment.	5/20/2015 biweekly
G2.B1.S1.A1	Design and deliver PD in increasing rigor in classroom instruction.	Call, Origin	9/3/2014	Teacher sign-in sheet, reflection log, lesson plans, walk-throughs and observation.	5/20/2015 biweekly
G2.B1.S2.A1	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.	Dunlop, Martin	9/15/2014	Lesson Plans and iObservation.	5/22/2015 one-time
G2.B1.S3.A1	Conduct pre and post observation meetings based on formal observations and walk throughs. Discuss observations. Create action plan. Teacher referred to iObservation resource library.	Dunlop, Martin	9/15/2014	DPP Reflection, iObservation, Pre and Post Conference notes based on walk through follow-up	5/22/2015 one-time
G1.MA1	Conduct pre and post observation meetings based on formal observations and walk-throughs. Discuss walk-throughs and observations, and provide feedback. Instructional coaches and teacher mentors will provide support.	Call, Origin	9/3/2014	Lesson Plans Walk-throughs, Observations, iObservations	5/20/2015 biweekly



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*Sanford Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will conduct walk-throughs, and provide feedback in iObservation.	Call, Origin	9/3/2014	PD Calendar, Teacher Attendance, PD Reflection Logs, Lesson Plan Monitoring, Walk-throughs and Observations.	5/20/2015 biweekly
G1.B1.S1.MA1	Administration creates PD on EIS/PD Place system. PD approved by the District. PD is scheduled on the calendar	Call, Origin	9/3/2014	PD Calendar, Teacher Attendance, PD Reflection Logs, Lesson Plan Monitoring, Walk-throughs and Observations.	5/20/2015 biweekly
G1.B1.S2.MA1	All members of the administrative team will meet weekly to discuss the effectiveness of implementation and make revision(s) when necessary	Shuler, Randy	9/3/2014	Meeting goals set weekly or biweekly will determine the effectiveness of implementation	5/20/2015 weekly
G1.B1.S2.MA1	All members of the administrative team will work collaboratively to conduct walk-throughs and provide appropriate feedback.	Shuler, Randy	9/3/2014	All members of the administrative team will work collaboratively to set goals for completion of walk-throughs and the process of providing feedback to instructional staff.	5/20/2015 biweekly
G1.B1.S3.MA1	The assistant principals and instructional coaches will work collaboratively to ensure that PLC content addresses areas of concerns, which will promote teacher attendance and effectiveness of implementation.		9/3/2014	Teacher attendance, Lesson plans, and observance of instructional technology use in the classroom.	5/20/2015 weekly
G1.B1.S3.MA1	The assistant principals and instructional coaches will work collaboratively to encourage attendance to instructional technology PLC's.	Shuler, Randy	9/3/2014	Teacher attendance, Lesson Plans and observance of instructional use in the classroom.	5/20/2015 biweekly
G2.MA1	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.	Geiss, Shirley	9/3/2014	Discovery Ed, EOC 9 Weeks Exams, District Writing Prompts, FCAT Writing, FCAT 2.0 Tests, EOC Exams	5/20/2015 one-time
G2.B1.S1.MA1	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.	Call, Origin	9/3/2014	PD Calendar, Learning Logs	5/20/2015 one-time
G2.B1.S1.MA1	Administration creates PD on EIS/PD Place system. PD approved by the District. PD is scheduled on the calendar.	Call, Origin	9/3/2014	PD Calendar, Learning Logs, Sign-in Sheets	5/20/2015 one-time
G2.B1.S2.MA1	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.		Marzano Instructional Model, iObservation, Lesson Plan, Discovery Education PMA	once	

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	During classroom formal observations and walk throughs, administration will look for learning and summarizing activities that demonstrate increased rigor in classroom instruction.		Marzano Instructional Model, iObservation, Lesson Plans	once	
G2.B1.S3.MA1	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.		iObservation, Lesson Plans, PLC Agenda Form	once	
G2.B1.S3.MA1	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.		iObservation, Lesson Plans, PLC Agenda Form	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** 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** Design and deliver PD in increasing instructional technology use in the classroom.

#### **PD Opportunity 1**

Design and Deliver PD in increasing instructional technology use

##### **Facilitator**

Martin Dunlop, Assistant Principal; Shirley Geiss, Assistant Principal

##### **Participants**

Administration, All Instructional Staff, District Content Support Team and Instructional Coaches.

##### **Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**G1.B1.S2** Administration will complete classroom observations and provide appropriate feedback.

#### **PD Opportunity 1**

The principal and assistant principals will complete classroom observations to monitor use of instructional technology and provide feedback of effectiveness.

##### **Facilitator**

Origin Call, Martin Dunlop and Shirley Geiss

##### **Participants**

Administration and All Instructional Staff.

##### **Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**G1.B1.S3** Provide assistance to address any concerns

**PD Opportunity 1**

The principal, assistant principals and the instructional coaches will work collaboratively to provide opportunities to address areas of concerns with instructional technology.

**Facilitator**

Origin Call, Martin Dunlop and Shirley Geiss

**Participants**

Administration, All Instructional Staff, District Content Support Team and Instructional Coach.

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

**G2.** Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model.

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

**G2.B1.S1** Design and deliver PD in increasing rigor in classroom instruction.

**PD Opportunity 1**

Design and deliver PD in increasing rigor in classroom instruction.

**Facilitator**

Martin Dunlop, Assistant Principal; Shirley Geiss, Assistant Principal

**Participants**

Administration, All Instructional Staff, District Content Support Team and Instructional Coach.

**Schedule**

Biweekly, from 9/3/2014 to 5/20/2015

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

**PD Opportunity 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.

**Facilitator**

Origin Call, Assistant Principal; Shirley Geiss, Assistant Principal

**Participants**

Administration and Instructional Staff.

**Schedule**

On 5/22/2015

**G2.B1.S3** Provide assistance to address any instructional concerns documented in iObservation.

**PD Opportunity 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.

**Facilitator**

Origin Call, Assistant Principal; Shirley Geiss, Assistant Principal

**Participants**

Administration and Instructional Staff.

**Schedule**

On 5/22/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 2:</b> Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model.	9,733
<b>Grand Total</b>	<b>9,733</b>

Goal 2: Teachers in all content areas will implement research-based instructional strategies aligned with the SCPS Instructional Model.		
Description	Source	Total
<b>B1.S1.A1</b> - Project 6580 Fund 6400 : PD; Curriculum Writing In-service Stipend	Other	9,733
<b>Total Goal 2</b>		<b>9,733</b>