2017-2018 Goals and Plans for CIP

Sanford Middle School

Lee County Board of Education

Lura Reed, Principal
1500 Lee Road 11
Opelika, AL 36804

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Overview

Plan Name

2017-2018 Goals and Plans for CIP

Plan Description

This plan contains the school's goals for the school year.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the use and implementation of technology by all students and teachers.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	$3000
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$1000
3	Increase proficiency of students on the Scantron Performance Series: Reading assessment	Objectives: 1 Strategies: 5 Activities: 9	Academic	$82134
4	Increase proficiency of students on the Scantron Performance Series: Math assessment	Objectives: 1 Strategies: 9 Activities: 13	Academic	$0
5	Sanford Middle School will continue to develop and enhance a safe, positive learning environment for students.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	$3950
6	Increase proficiency of Special Education students on the Scantron Performance Series: Reading assessment.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$500
7	Increase proficiency of Special Education students on the Scantron Performance Series: Math assessment.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$1000
8	Teachers will create lessons and assignments using Smartboard and Chromebooks.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$12063

Goal 1: Increase the use and implementation of technology by all students and teachers.

Measurable Objective 1:

demonstrate a behavior : All teachers will incorporate technology in each lesson and classroom, including but not limited to 5 Chromebooks and 2 student desktop computers in each classroom by 05/24/2018 as measured by administrative classroom observations and evaluations, as well as student products and performances.

Strategy 1:

Chromebooks and BYOD - Teachers will have at least six district-provided Chromebooks and two students desktop computers for students use on a daily basis.

Additionally, a Chrombook cart, tablet cart, and three desktop computer labs are available to reserve for projects requiring one-to-one use.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Lian, JK., et al. "A few design perspectives on oneonone digital classroom environment." Journal of computer assisted Learning 21.3 (2005): 181-18

Activity - Instructional Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use instructional apps on Chromebooks, school-provided tablets and personal devices in all classrooms three to five times weekly to enhance classroom instruction.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Teachers will incorporate videos and other resources from Safari Montage regularly.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate videos and other resources form Safari Montage regularly.	Technology, Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Strategy 2:

Smartboards - Teachers will incorporate Smartboards and associated technology in classroom instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Journal of the Research Center for Educational Technology

Activity - Smartboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and integrate effective lessons using Smartboards and associated technology.	Technology	08/07/2017	05/24/2018	$0	No Funding Required	All teachers with Smartboards, SPARK Team

Activity - Smartboard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers with Smartboards in their classrooms will receive training throughout the year to learn and develop best practices for using Smartboards in the classroom.	Technology, Professional Learning	08/07/2017	05/24/2018	$0	No Funding Required	SPARK Team

Strategy 3:

Online Learning Platforms - Teachers will use a variety of web- and app-based technology platforms in the classroom. Students will engage with technology to enhance their learning regularly.

Category: Develop/Implement Professional Learning and Support

Research Cited: Gates Foundation Research Digital Tools and Content

Activity - Overdrive-Digital Library		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Overdrive digital library will be incorporated in each reading class school wide. Teachers will allow students to access the online library on personal devices and school-supplied technology, including Chromebooks and tablets. Students will continue to be encouraged to digitally access books for information and pleasure reading. These initiatives will lead to an increase of use of the digital library by at least two percent for the 2017-2018 school year.		Technology	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Google Classroom		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a Google Classroom page into regular classroom instruction. Google Classroom will be used as a classroom communication and organization tool. From each teacher's Google Classroom page, students should be able to access important documents, assignments, and supporting resources. Students will also use Google Classroom as a way to maintain participation and coursework completion in the event of absence (i.e., personal illness or other absence, in-school detention, etc.)		Technology	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - SPARK Ignite Team Training		Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SPARK Ignite Team will lead professional development for SMS faculty and staff focusing on the incorporation of technology in the classroom and best practices. Team members will also provide support and resources to teachers as they implement practices delivered in professional development by collaboratively planning and occasionally co-teaching.		Technology, Professional Learning	08/07/2017	05/24/2018	$0	No Funding Required	SPARK Ignite Team Members

Strategy 4:

Graphing Calculators for Students - Students will become proficient in using graphing calculators to complete basic and advanced mathematical functions in seventh and eighth grades.

Category: Other - Technology

Research Cited: Martin, A. (2008) Ideas in Practice: Graphing Calculators in Beginning Algebra. Journal of Developmental Education

Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers in seventh and eighth grades will incorporate graphing calculators in mathematics classes. The graphing calculators will serve as a tool to help students become more fluent with appropriate technology in mathematics. Students should have ample practice using the calculators before the administration of the Scantron Performance Series: Math Assessment. Students will have access to the graphing calculators at the January 2018 and May 2018 administration of the Scantron Performance Series: Math Assessment.	Technology	08/07/2017	05/24/2018	$3000	Title I Schoolwide	Secondary mathematics Department (7th and 8th grades)

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior :   Teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/18/2018 as measured by classroom observation tools utilized the principal..

Strategy 1:

Vocabulary - Increase reading percentage of students through emphasis on vocabulary.

Category:

Research Cited: Marzano, Robert, Building Background Information

Marzano, Robert, 6 Strategies for Teaching Vocabulary

Activity - Emphasis on Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffices, multi-syllabic and multi-meaning words, antonyms and synonyms.	Professional Learning, Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	All Faculty and Staff

Strategy 2:

Informational Text - Increase the amount of informational text available to students in the classroom and media center.

Category:

Activity - Increase volume of informational text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Based on CCRS recommendations of 50-55%, informational text will be used as a supplemental source in science and social studies classes while addressing content literacy standards. Additional informational texts will be provided in the media center to increase options for student selections.	Academic Support Program	08/14/2017	05/18/2018	$1000	State Funds	Social Studies, Science teachers and media specialist

Strategy 3:

Response to Intervention (RTI) - Students who show difficulty in mastering grade-level standards will be placed on a monitored RTI plan. A committee of general education teachers will evaluate a student's current grades, anecdotal evidence from current teachers, recent Scantron Performance Series assessment results, and 2016 ACT Aspire results to determine if a student requires additional monitoring in the RTI process.

Category: Develop/Implement Learning Supports

Activity - RTI Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at student report data each nine weeks in order to establish who has made failing grades. Teachers will give the names of those students will failing grades to the RTI committee. The RTI committee will create a plan for improvement for each of these failing students. The plan will be implemented, and there will be data collected in order to conduct progress monitoring on each student.	Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	All teachers

Goal 3: Increase proficiency of students on the Scantron Performance Series: Reading assessment

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) or above in Reading by 05/24/2018 as measured by the Scantron Performance Series: Reading assessment.

Strategy 1:

Research Based Strategies - Teachers will utilize information and strategies obtained during in-house professional development and the framework for understanding poverty workshop in August 2016 to implement standards based classrooms as explained in the book "Research Based Strategies" and "End of Molasses Classes" and "Essential 55." Teachers will utilize researched based strategies supplied in notebook form to improve vocabulary.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: "Research Based Strategies" written by Ruby Payne; "End of Molasses Classes" and "Essential 55" by Ron Clark' "A Framework for Understanding Poverty: A Cognitive Approach" written by Ruby Payne.

Activity - Developing a standards based classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using research from the Mayerson Academy, teachers will develop Standards-Based Classrooms, utilizing clear learning outcomes which are communicated in student-friendly language. Progress is measured against a clearly stated and understood standards. Students know what is required to reach the standards and are guided in their work by models to meet those standards. Connections between learning and the real world are made. Students are assessed in whole group, small groups, and individually. | Professional Learning | 08/07/2017 | 05/24/2018 | $0 | No Funding Required | All SMS faculty and staff |

Activity - SMS Literacy Plan & Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An informational text article will be analyzed weekly on a rotating basis between subjects, (reading, math, science, social studies, physical education & enrichment) to address reading, writing, speaking and reasoning skills. Students will walk through several steps of analyzing the article, including close reading, numbering the paragraphs, identifying/annotating key points and unfamiliar/important vocabulary, writing an objective summary, asking the text a question, and identifying the main idea. This is completed on a graphic organizer.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Lead Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A lead teacher will collaborate with classroom teachers to develop engaging, standards-based lessons. The lead teacher will also provide job-embedded professional learning that will assist teachers in increasing student achievement.	Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$81534	Title I Schoolwide	Lead Teacher and SMS Faculty and Staff

Strategy 2:

Vocabulary Instruction - Increase reading percentage of students through emphasis on vocabulary.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research-Based Strategies by Ruby Payne

Activity - Emphasis on Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide emphasis on teaching vocabulary and building background information - root words, prefixes, suffixes, multi-meaning words, antonyms, and synonyms.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Strategy 3:

Informational Text - Increase the amount of informational text available to students in the classroom and media center.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research-Based Strategies by Ruby Payne

Activity - Supplemental Informational Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational texts will be used as a supplemental source in science and social studies classes while addressing context literacy standards. The media center will have additional forms of informational text available to students and teachers.	Academic Support Program	08/07/2017	05/24/2018	$600	State Funds	Science and social studies teachers and media specialist

Strategy 4:

Compass Learning - All reading classes will use Compass Learning in the computer lab and in small group instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: kj

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Compass Learning weekly. They may work on content specific standards as assigned by teachers or they may work through their learning path. Students' learning paths are determined through the Achievement Series tests that are given three times per year.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All reading teachers

Strategy 5:

Framework Process for Improvement - All teachers will implement strategies from the workshop, A Framework for Understanding Poverty, in the classrooms.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A Framework for Understanding Poverty, by Ruby Payne

Activity - ACT Aspire Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will chart 2017 ACT Aspire scores and identify students' needs as determined by NS (needs support), C (close), R (ready), and E (exceeds). The analysis of data will help teachers group students effectively and address specific learning needs for individual students.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Book: Research Based Strategies by Ruby Payne	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies from the book, Researched-Based Strategies, by Ruby Payne, in the classroom. In individual classes, teachers will work with students to set reasonable, attainable goals for personal and academic development throughout the year. Teachers will provide students with visual models for students and opportunities to activate multiple learning modalities within each content. Student work samples will be prominent in classrooms and hallways.	Academic Support Program	08/07/2017	05/07/2018	$0	No Funding Required	All teachers

Activity - Formal Register	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal register will be spoken on campus and taught in all classrooms during the instructional day.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Goal 4: Increase proficiency of students on the Scantron Performance Series: Math assessment

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase by at least 5 percent in Mathematics by 05/24/2018 as measured by the Scantron Performance Series: Mathematics assessment.

Strategy 1:

Research Based Strategies - Teachers will utilize information and strategies obtained during in-house professional development and framework for understanding

poverty workshop in August 2016 to implement standards based classrooms as explained in the book "Research Based Strategies" and "End of Molasses Classes" and

"Essential 55." Teachers will utilize researched based strategies supplied in notebook form to improve vocabulary.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: "Research Based Strategies" written by Ruby Payne; "End of Molasses Classes" and "Essential 55" by Ron Clark, "A Framework for Understanding

Poverty: A Cognitive Approach" written by Ruby Payne.

Activity - Developing a standards based classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using research from the Mayerson Academy, teachers will develop Standards-Based Classrooms, utilizing clear learning outcomes which are communicated in student-friendly language. Progress is measured against a clearly stated and understood standard. Students know what is required to reach the standards and are guided in their work by models to meet those standards. Connections between learning and the real world are made. Students are assessed in whole group, small groups and individually. Teachers will also do the following: use strategic teaching, student engagement, teacher commentary on student work, and student work will be displayed.	Professional Learning	08/07/2017	05/24/2018	$0	District Funding	All teachers and administrators

Activity - Small-Group Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A small group mathematics class will be created to increase achievement of students struggling in a general mathematics class. This math class will be taught by a certified mathematics teacher and will focus on the remediation of prior skills and their incorporation in new, grade-level appropriate content standards. Creating a small-group math class will allow for other classes to reduce in size and provide a focused environment where struggling learners may receive more one-on-one, direct instruction with a certified teacher. | Class Size Reduction, Direct Instruction, Academic Support Program | 08/07/2017 | 05/24/2018 | $0 | No Funding Required | Mathematics Department |

Activity - Lead Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A lead teacher will collaborate with classroom teachers to develop engaging, standards-based lessons. The lead teacher will also provide job-embedded professional learning that will assist teachers in increasing student achievement.	Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$0	Title I Schoolwide	Lead Teacher and SMS Faculty and Staff

Strategy 2:

Vocabulary - School-wide emphasis on teaching vocabulary and building background information by teaching prefixes, synonyms, and multi-meaning words.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Six Step Process to Teaching Academic Vocabulary, by Robert Marzano; Research-Based Strategies, by Ruby Payne.

Activity - Integration of Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word walls and morning announcements' word of the day will be utilized daily. Cross-curricular references for math vocabulary will be utilized as needed depending on students' needs. Students will also be assessed on math vocabulary by units that is pertinent to standards based instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	Math Teachers

Strategy 3:

Real-World Applications - Teachers will provide students with opportunities to connect mathematical concepts to real-world situations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research-Based Strategies and Framework for Understanding Poverty: A Cognitive Approach, both by Ruby Payne.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning: Students will use the Compass Learning resource weekly. Students will have the opportunity to work on core content standards as assigned by teachers or their learning path. The learning path is generated to work through weaknesses identified by the Achievement Series tests given three times each year in math.	Technology	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Educational Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be provided with the opportunity to use educational applications, including websites, apps, and software programs that focus on mathematical concepts. Students will use these apps on Chromebooks, SMARTboards, student devices, and tablets.	Technology	08/07/2017	05/24/2018	$0	No Funding Required	All math teachers

Strategy 4:

Framework Process for Improvement - All teachers will implement strategies from the workshop, A Framework for Understanding Poverty, in the classrooms.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A Framework for Understanding Poverty, by Ruby Payne

Activity - Mental Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate strategies from the aha Process' "Mental Models" series to teach mathematics standards. By incorporating mental models, students will be able to use graphical representations to connect with more abstract concepts.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Mathematics teachers

Strategy 5:

Literacy Article Analysis - Students will be provided with an article to read. Using a graphic organizer, they will write five important facts from the article, three

vocabulary words, and ask a question about the article. Students then complete the lesson with a quick write.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Turn Around Schools workshop

Activity - Informational Text in Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school-wide literacy plan will be implemented in all classrooms and subject areas determined by a rotational calendar. Reading, writing, speaking, and reasoning will be emphasized to teach vocabulary, encourage collaborative conversations, and to teach problem solving.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	All Staff

Strategy 6:

Ongoing Cumulative Review - Teachers will utilize the ongoing cumulative review strategy with students to reinforce basic mathematical skills on a daily basis.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research-Based Strategies by Ruby Payne

Activity - Basic Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students in grades five and six will complete the ongoing cumulative review activity daily as bell work in the classroom. Students will solve five problems, one of each of the following: a fact of the day, an estimate of the day, a measurement of the day, a place value of the day, and a word problem of the day. Students in grades seven and eight will complete the ongoing cumulative review daily as bell work in the classroom. These students will complete one component each day to have completed all five components by the end of a given week. | Academic Support Program | 08/07/2017 | 05/24/2018 | $0 | No Funding Required | All math teachers |

Activity - Spiraled Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in seventh and eighth grades are assigned weekly homework that reviews former content standards that are applicable to current curriculum. Students will be given a minimum of 10 problems each week. Teachers also make themselves available for after-school tutoring on an as-needed basis.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Seventh and eighth grade mathematics teachers

Strategy 7:

Ask Why? - Teachers will utilize the Asking Why? strategy with students to reinforce problem solving abilities by students in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research-Based Strategies by Ruby Payne

Activity - Asking Why?	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During classroom instruction in whole group, small group, and collaborative conversational settings, students will problem-solve and justify their outcomes by successfully answering the following questions: How do you know that? Can you explain how you got your answer? Can you explain to the class why you think that? How did you get_____? Why did you add? Subtract? Multiply? Divide?	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All math teachers

Strategy 8:

TINS Strategy - Teachers will utilize the TINS Strategy to guide students in appropriate problem solving methods.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: council-for-learning-disabilities.org

Activity - TINS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During classroom instruction in whole group, small group, and collaborative conversational settings, students will problem-solve with word problems using the following method: T (Thought) Think about what you need to do to solve this problem and circle the key words. I (Information) Circle and write the information needed to solve and cross out unneeded information. N (Number Sense) Write a number sentence to represent the problem. S (Solution Sentence) Write a solution sentence that explains the answer.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All math teachers

Strategy 9:

Formal Register - Formal register will be implemented in the instructional day.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research-Based Strategies by Ruby Payne

Activity - Formal Register	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach formal register in all classrooms and teachers and students will use formal register when speaking throughout the instructional day.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Goal 5: Sanford Middle School will continue to develop and enhance a safe, positive learning environment for students.

Measurable Objective 1:

collaborate to reduce discipline referrals by two percent in the high rate infraction categories of fighting and/or profanity, and disrespect as measured by SIR data and local indicator by 05/24/2018 as measured by number of discipline referrals .

Strategy 1:

Behavior Guidelines - Teachers developed 48 guidelines for student behaviors, which are being implemented school-wide. Students are provided positive feedback on their behavior through this plan.

Category:

Research Cited: "The Essential 55" & " End of Molasses Classes" both written by Ron Clark.

Activity - Great 48	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will implement school wide behavior guidelines based on Ron Clark's "55 Essential Guidelines"	Behavioral Support Program	08/07/2017	05/24/2018	$0	General Fund	teachers and administrators

Activity - Ron Clark Academy Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A group of teachers will visit the Ron Clark Academy to observe practices discussed in the books studied. In 2014-2015, 20 teachers attended the Ron Clark Academy for training. After visits a committee was formed to establish the Sanford's Great 48 devised from the "Essential 55". The committee also divided the student body into 4 houses for positive behavior support as well as school pride. Students receive recognition for participation in the Great 48 as it promotes collaboration, responsibility, self-advocacy, and social skills.

The goal is to have the remainder of the staff visit the Ron Clark Academy by the end of the current school year. | Professional Learning | 08/07/2017 | 05/24/2018 | $3950 | General Fund | All staff |

Activity - Responding to Challenging Student Behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions focused on responding to negative student behaviors will be held for all SMS faculty and staff. In pre-planning, teachers attended a full-day professional development seminar on understanding misbehaviors and reactions of students. In the workshop, teachers learned strategies for identifying frustrations within their students and how to respond effectively. Throughout the school year, teachers will counsel students using strategies from Dr. Esther Williams' book "Breaking Down the Walls of Anger" when their students appear frustrated or angry. In January 2018, teachers will attend an on-campus professional development seminar on how to handle crisis situations effectively. Teachers will learn strategies for working with students in high-stress situations, ultimately ensuring that students are able to remain productive in the classroom.	Behavioral Support Program, Professional Learning	08/07/2017	05/24/2018	$0	Other	All SMS faculty and staff

Activity - Growth Mindset Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies from "The Growth Mindset" book in their classrooms. In preparation for the school-year, teachers were encouraged to redesign their learning spaces to be more conducive for student growth and achievement. Teachers incorporated elements designed to encourage students to collaborate to overcome challenges in the classroom. Teachers will also display student work that depicts student effort and give actionable, appropriate feedback to students.	Behavioral Support Program, Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$0	Other	All faculty and staff

Strategy 2:

Framework for Understanding Poverty - Teachers will attend a workshop by Ruby Payne on the Framework for Understanding Poverty.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Framework for Understanding Poverty by Ruby Payne

Activity - 15 Behaviors of Mutual Respect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will practice the 15 behaviors of mutual respect in order to improve upon a positive school climate. The behaviors are calls on everyone in the room equitably; provides individual help; allows students enough time to answer; asks questions to give students clues; asks questions that require more thought; tells students whether their answers are right or wrong; gives specific praise; gives reasons for praise; listens; accepts the feelings of students; gets within an arm's reach of each student each day; in courteous to students; shows personal interest and gives compliments; touches the students appropriately (shoulder); does not call attention to every misbehavior.	Behavioral Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Procedures Checklist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the procedures in the procedures checklist to aid in classroom management.	Behavioral Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Adult Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the "adult voice" strategy when managing student behavior and reframe the behavior of the student.	Behavioral Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All teachers

Activity - Behavior Frequency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be collected by the assistant principal to determine frequency of infractions by students, and referrals by teacher. An intervention plan for chronic behavior will be developed and provided to students with positive behavioral strategies.	Behavioral Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Assistant Principal

Activity - Behavioral Exit Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the completion of a referral to in-school detention (ISD), students are required to complete a reflection and exit interview before returning to their classes. Students will complete a short questionnaire in which they consider the reason for their assignment to ISD and alternate routes of behavior that would have prevented them from being assigned to ISD. After completing the reflection worksheet, the student will have an exit interview with an administrator in which they discuss how their own choices led to the assignment in ISD and how they can prevent an ISD placement in the future.	Behavioral Support Program	08/07/2017	05/24/2018	$0	No Funding Required	ISD teacher, administrators

Goal 6: Increase proficiency of Special Education students on the Scantron Performance Series: Reading assessment.

Measurable Objective 1:

100% of Students with Disabilities students will increase student growth by 5% in Reading by 05/24/2018 as measured by student performance on the Scantron Performance Series: Reading assessment..

Strategy 1:

Differentiations and Modifications of Strategies - The special education department will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for students receiving special education students.

Special education teachers will be responsible for tracking and communicating growth with students on a regular basis. Each quarter, students receiving special education services take home a IEP progress report that tracks the growth of the student in relation to their IEP goals. Parents are required to sign the IEP progress report and return it for documentation in a file that travels with the student.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Building Background Information, by Robert Marzano

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and assign Compass Learning modules for students based on each student's individual IEP goal. Special education teachers will track student achievement and communicate with them on their growth. When students show proficiency with their assigned modules, they will be assigned another related module.	Academic Support Program	08/07/2017	05/24/2018	$0	District Funding	Special Education Teachers

Activity - Reading Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers are assigned reading intervention classes where they will emphasize vocabulary through the use of a resource book of research based strategies. Small group instruction, Compass Learning, cross-age tutoring, Scholastic Action Magazine, Wonders approaching level fluency and vocabulary, 180 days of Reading for 5th Grade; and ReadWorks.org will be implemented for the focus group.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	teachers and administrators

Activity - Co teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will co-teach with general education for reading classes that contain special education students. Special education and general education teachers will plan together to develop engaging, differentiated lesson plans for all learners. The teachers will also collaborate to develop assessments that include the appropriate modifications for each special education student. During a general class, co-teachers may help facilitate small groups, centers, or other classroom activities.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	General education and special education teachers

Activity - Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate additional informational text based on each student's lexile score, with the goal of increasing each student's reading level. The media center will feature more informational text options for students to check out.	Academic Support Program	08/07/2017	05/24/2018	$500	General Fund	SMS faculty and staff

Activity - Resource Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each special education student in seventh and eighth grades receives an hour of reading and math intervention each day. During this resource time, students work on IEP goals and areas needed to meet standards in the general education classroom. Students with behavior components in their IEP also have time to address those goals during this time.	Behavioral Support Program, Direct Instruction, Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Special education teachers

Activity - Vocabulary Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffixes, multi syllabic and multi meaning words, antonyms, and synonyms. The focus group will have academic vocabulary front-loaded prior to learning in the general education classroom, use vocabulary squares with images as a visual aid, use word solving flow chart, and direct explicit instruction setting with a 1:1 and/or 1:2 teacher/student ratio.	Direct Instruction	08/07/2017	05/24/2018	$0	No Funding Required	SMS Faculty and Staff

Goal 7: Increase proficiency of Special Education students on the Scantron Performance Series: Math assessment.

Measurable Objective 1:

100% of Students with Disabilities students will increase student growth by 3% in Mathematics by 05/24/2018 as measured by student performance on the Scantron Performance Series: Mathematics assessment..

Strategy 1:

Vocabulary - Increase reading percentage of special education students through emphasis on vocabulary.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Marzano, Robert, Building Background Information

Marzano, Robert, 6 Strategies for Teaching Vocabulary

Activity - Emphasis on Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffixes, multi syllabic and multi meaning words, antonyms, and synonyms. The focus group will have academic vocabulary front-loaded prior to learning in the general education classroom, use vocabulary squares with images as a visual aid, use word solving flow chart, and direct explicit instruction setting with a 1:1 and/or 1:2 teacher/student ratio.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All faculty and staff

Activity - Math Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers are assigned math intervention classes with focus groups where they will emphasize building and improving vocabulary through the use of a resource book of research based strategies including "Building Background Information" and "Six Step Process Teaching Academic Vocabulary", by Robert Marzano. The focus group will use direct explicit instruction, small group instruction, and other resources as selected by the teacher.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All Faculty and Staff

Activity - Co Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will co-teach with general education for reading classes that contain special education students. Special education and general education teachers will plan together to develop engaging, differentiated lesson plans for all learners. The teachers will also collaborate to develop assessments that include the appropriate modifications for each special education student. During a general class, co-teachers may help facilitate small groups, centers, or other classroom activities.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All Faculty & Staff

Strategy 2:

Informational Text - Increase the amount of informational text available to students in the classroom and media center.

Category:

Activity - Increase volume of informational text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on CCRS recommendations of 50-55%, informational text will be used as a supplemental source in science and social studies classes while addressing content literacy standards. Additional informational texts will be provided in the media center to increase options for student selections. They will be based on students' lexile scores.	Academic Support Program	08/07/2017	05/24/2018	$1000	General Fund	Content area teachers and media specialist

Activity - Build background knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Special education teachers will use frontloading strategies to build background knowledge in order to increase reading comprehension of informational text.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Special education teachers in collaboration with regular education teachers.

Activity - Comprehending Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through co-teaching model and pull out, special education teachers will teach skills and strategies that will enhance comprehension of informational text, including but not limited to outlining, fluency, context clues,cause and effect, infer, predict, summarize, and analyze.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	special education teachers

Activity - SMS Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide literacy plan was developed to increase reading, comprehension, fluency, vocabulary, and grammar when reading informational text.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All faculty and administration

Strategy 3:

Learning Communities - Emphasize collaborative conversations, purposeful talk, and communication between teacher to student, teacher to teacher and student to student.

Category:

Research Cited: Essential 55 by Ron Clark

Activity - Compass Leaning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and assign Compass Learning modules for students based on each student's individual IEP goal. Special education teachers will track student achievement and communicate with them on their growth. When students show proficiency with their assigned modules, they will be assigned another related module.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All Faculty and Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine student achievement using formative and summative assessment pieces, including but not limited to: Scantron Performance Assessments, classroom tests, teacher observation and classroom performance to guide instruction every 30 days. Focus groups will have daily progress through Great Leaps, IEP goals progress reports every nine weeks, exit slips, mini white board check to show what they know, group competitions for spelling and vocabulary knowledge.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All Faculty and Staff

Activity - Resource Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each special education student receives an hour of reading and math intervention each day. During this resource time, students work on IEP goals and areas needed to meet standards in the general education classroom. Students with behavior components in their IEP also have time to address those goals during this time.	Behavioral Support Program, Direct Instruction, Academic Support Program	08/07/2017	05/24/2018	$0	Other	Special education staff

Goal 8: Teachers will create lessons and assignments using Smartboard and Chromebooks.

Measurable Objective 1:

demonstrate a behavior :   All teachers will incorporate technology into their lessons using Chromebooks and Smartboards. by 05/24/2018 as measured by administrative classroom observations and evaluations, as well as student products and performances.

Strategy 1:

Use of Chromebooks and Smartboards - Teachers will utilize Chromebooks and Smartboards in their instruction and student assignments to enhance students' learning and assist students in knowing how to live in a digital world.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Liang, JK., et al. "A few design perspectives on oneonone digital classroom environment." Journal of computer assisted learning 21.3 (2005): 181-189.

Activity - Purchase of Chromebooks and Smartboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks and Smartboards will be purchased using Title I funds in order to assure that every classroom has a Smartboard and every student has access to a Chromebook.	Technology	08/07/2017	05/24/2018	$12063	Title I Schoolwide	Principal

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the effective use of Smartboard and Chromebooks in their classroom instruciton.	Professional Learning	08/07/2017	05/24/2018	$0	No Funding Required	SPARK Ignite Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase volume of informational text	Based on CCRS recommendations of 50-55%, informational text will be used as a supplemental source in science and social studies classes while addressing content literacy standards. Additional informational texts will be provided in the media center to increase options for student selections. They will be based on students' lexile scores.	Academic Support Program	08/07/2017	05/24/2018	$1000	Content area teachers and media specialist
Ron Clark Academy Visits	A group of teachers will visit the Ron Clark Academy to observe practices discussed in the books studied. In 2014-2015, 20 teachers attended the Ron Clark Academy for training. After visits a committee was formed to establish the Sanford's Great 48 devised from the "Essential 55". The committee also divided the student body into 4 houses for positive behavior support as well as school pride. Students receive recognition for participation in the Great 48 as it promotes collaboration, responsibility, self-advocacy, and social skills. The goal is to have the remainder of the staff visit the Ron Clark Academy by the end of the current school year.	Professional Learning	08/07/2017	05/24/2018	$3950	All staff
Informational Text	Teachers will incorporate additional informational text based on each student's lexile score, with the goal of increasing each student's reading level. The media center will feature more informational text options for students to check out.	Academic Support Program	08/07/2017	05/24/2018	$500	SMS faculty and staff
Great 48	Teachers and administrators will implement school wide behavior guidelines based on Ron Clark's "55 Essential Guidelines"	Behavioral Support Program	08/07/2017	05/24/2018	$0	teachers and administrators
				Total	$5450	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Resource Time	Each special education student receives an hour of reading and math intervention each day. During this resource time, students work on IEP goals and areas needed to meet standards in the general education classroom. Students with behavior components in their IEP also have time to address those goals during this time.	Behavioral Support Program, Direct Instruction, Academic Support Program	08/07/2017	05/24/2018	$0	Special education staff
Responding to Challenging Student Behaviors	Professional development sessions focused on responding to negative student behaviors will be held for all SMS faculty and staff. In pre-planning, teachers attended a full-day professional development seminar on understanding misbehaviors and reactions of students. In the workshop, teachers learned strategies for identifying frustrations within their students and how to respond effectively. Throughout the school year, teachers will counsel students using strategies from Dr. Esther Williams' book "Breaking Down the Walls of Anger" when their students appear frustrated or angry. In January 2018, teachers will attend an on-campus professional development seminar on how to handle crisis situations effectively. Teachers will learn strategies for working with students in high-stress situations, ultimately ensuring that students are able to remain productive in the classroom.	Behavioral Support Program, Professional Learning	08/07/2017	05/24/2018	$0	All SMS faculty and staff
Growth Mindset Coaching	Teachers will implement strategies from "The Growth Mindset" book in their classrooms. In preparation for the school-year, teachers were encouraged to redesign their learning spaces to be more conducive for student growth and achievement. Teachers incorporated elements designed to encourage students to collaborate to overcome challenges in the classroom. Teachers will also display student work that depicts student effort and give actionable, appropriate feedback to students.	Behavioral Support Program, Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$0	All faculty and staff
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Developing a standards based classroom	Using research from the Mayerson Academy, teachers will develop Standards-Based Classrooms, utilizing clear learning outcomes which are communicated in student-friendly language. Progress is measured against a clearly stated and understood standard. Students know what is required to reach the standards and are guided in their work by models to meet those standards. Connections between learning and the real world are made. Students are assessed in whole group, small groups and individually. Teachers will also do the following: use strategic teaching, student engagement, teacher commentary on student work, and student work will be displayed.	Professional Learning	08/07/2017	05/24/2018	$0	All teachers and administrators
Compass Learning	Teachers will create and assign Compass Learning modules for students based on each student's individual IEP goal. Special education teachers will track student achievement and communicate with them on their growth. When students show proficiency with their assigned modules, they will be assigned another related module.	Academic Support Program	08/07/2017	05/24/2018	$0	Special Education Teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Asking Why?	During classroom instruction in whole group, small group, and collaborative conversational settings, students will problem-solve and justify their outcomes by successfully answering the following questions: How do you know that? Can you explain how you got your answer? Can you explain to the class why you think that? How did you get_____? Why did you add? Subtract? Multiply? Divide?	Academic Support Program	08/07/2017	05/24/2018	$0	All math teachers
Mental Models	Teachers will incorporate strategies from the aha Process' "Mental Models" series to teach mathematics standards. By incorporating mental models, students will be able to use graphical representations to connect with more abstract concepts.	Academic Support Program	08/07/2017	05/24/2018	$0	Mathematics teachers
Compass Learning	Compass Learning: Students will use the Compass Learning resource weekly. Students will have the opportunity to work on core content standards as assigned by teachers or their learning path. The learning path is generated to work through weaknesses identified by the Achievement Series tests given three times each year in math.	Technology	08/07/2017	05/24/2018	$0	All teachers

SPARK Ignite Team Training	The SPARK Ignite Team will lead professional development for SMS faculty and staff focusing on the incorporation of technology in the classroom and best practices. Team members will also provide support and resources to teachers as they implement practices delivered in professional development by collaboratively planning and occasionally co-teaching.	Technology, Professional Learning	08/07/2017	05/24/2018	$0	SPARK Ignite Team Members
Compass Leaning	Teachers will create and assign Compass Learning modules for students based on each student's individual IEP goal. Special education teachers will track student achievement and communicate with them on their growth. When students show proficiency with their assigned modules, they will be assigned another related module.	Academic Support Program	08/07/2017	05/24/2018	$0	All Faculty and Staff
15 Behaviors of Mutual Respect	Teacher will practice the 15 behaviors of mutual respect in order to improve upon a positive school climate. The behaviors are calls on everyone in the room equitably; provides individual help; allows students enough time to answer; asks questions to give students clues; asks questions that require more thought; tells students whether their answers are right or wrong; gives specific praise; gives reasons for praise; listens; accepts the feelings of students; gets within an arm's reach of each student each day; in courteous to students; shows personal interest and gives compliments; touches the students appropriately (shoulder); does not call attention to every misbehavior.	Behavioral Support Program	08/07/2017	05/24/2018	$0	All teachers
Formal Register	Formal register will be spoken on campus and taught in all classrooms during the instructional day.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
ACT Aspire Data Analysis	Teachers will chart 2017 ACT Aspire scores and identify students' needs as determined by NS (needs support), C (close), R (ready), and E (exceeds). The analysis of data will help teachers group students effectively and address specific learning needs for individual students.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Vocabulary Integration	School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffixes, multi syllabic and multi meaning words, antonyms, and synonyms. The focus group will have academic vocabulary front-loaded prior to learning in the general education classroom, use vocabulary squares with images as a visual aid, use word solving flow chart, and direct explicit instruction setting with a 1:1 and/or 1:2 teacher/student ratio.	Direct Instruction	08/07/2017	05/24/2018	$0	SMS Faculty and Staff
Math Intervention Classes	Special education teachers are assigned math intervention classes with focus groups where they will emphasize building and improving vocabulary through the use of a resource book of research based strategies including "Building Background Information" and "Six Step Process Teaching Academic Vocabulary", by Robert Marzano. The focus group will use direct explicit instruction, small group instruction, and other resources as selected by the teacher.	Academic Support Program	08/07/2017	05/24/2018	$0	All Faculty and Staff

Technology Training	Teachers will be trained in the effective use of Smartboard and Chromebooks in their classroom instruciton.	Professional Learning	08/07/2017	05/24/2018	$0	SPARK Ignite Team
Procedures Checklist	Teachers will teach students the procedures in the procedures checklist to aid in classroom management.	Behavioral Support Program	08/07/2017	05/24/2018	$0	All teachers
Compass Learning	Students will participate in Compass Learning weekly. They may work on content specific standards as assigned by teachers or they may work through their learning path. Students' learning paths are determined through the Achievement Series tests that are given three times per year.	Academic Support Program	08/07/2017	05/24/2018	$0	All reading teachers
Behavior Frequency	Data will be collected by the assistant principal to determine frequency of infractions by students, and referrals by teacher. An intervention plan for chronic behavior will be developed and provided to students with positive behavioral strategies.	Behavioral Support Program	08/07/2017	05/24/2018	$0	Assistant Principal
Formal Register	Teachers will teach formal register in all classrooms and teachers and students will use formal register when speaking throughout the instructional day.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Emphasis on Vocabulary	School-wide emphasis on teaching vocabulary and building background information - root words, prefixes, suffixes, multi-meaning words, antonyms, and synonyms.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Educational Applications	Students will be provided with the opportunity to use educational applications, including websites, apps, and software programs that focus on mathematical concepts. Students will use these apps on Chromebooks, SMARTboards, student devices, and tablets.	Technology	08/07/2017	05/24/2018	$0	All math teachers
RTI Strategies	Teachers will look at student report data each nine weeks in order to establish who has made failing grades. Teachers will give the names of those students will failing grades to the RTI committee. The RTI committee will create a plan for improvement for each of these failing students. The plan will be implemented, and there will be data collected in order to conduct progress monitoring on each student.	Academic Support Program	08/14/2017	05/18/2018	$0	All teachers
Data Analysis	Teachers will examine student achievement using formative and summative assessment pieces, including but not limited to: Scantron Performance Assessments, classroom tests, teacher observation and classroom performance to guide instruction every 30 days. Focus groups will have daily progress through Great Leaps, IEP goals progress reports every nine weeks, exit slips, mini white board check to show what they know, group competitions for spelling and vocabulary knowledge.	Academic Support Program	08/07/2017	05/24/2018	$0	All Faculty and Staff
Smartboard Training	Teachers with Smartboards in their classrooms will receive training throughout the year to learn and develop best practices for using Smartboards in the classroom.	Technology, Professional Learning	08/07/2017	05/24/2018	$0	SPARK Team

Developing a standards based classroom	Using research from the Mayerson Academy, teachers will develop Standards-Based Classrooms, utilizing clear learning outcomes which are communicated in student-friendly language. Progress is measured against a clearly stated and understood standards. Students know what is required to reach the standards and are guided in their work by models to meet those standards. Connections between learning and the real world are made. Students are assessed in whole group, small groups, and individually.	Professional Learning	08/07/2017	05/24/2018	$0	All SMS faculty and staff
SMS Literacy Plan & Rotation	An informational text article will be analyzed weekly on a rotating basis between subjects, (reading, math, science, social studies, physical education & enrichment) to address reading, writing, speaking and reasoning skills. Students will walk through several steps of analyzing the article, including close reading, numbering the paragraphs, identifying/annotating key points and unfamiliar/important vocabulary, writing an objective summary, asking the text a question, and identifying the main idea. This is completed on a graphic organizer.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Teachers will incorporate videos and other resources from Safari Montage regularly.	Teachers will incorporate videos and other resources form Safari Montage regularly.	Technology, Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Book: Research Based Strategies by Ruby Payne	Teachers will implement strategies from the book, Researched-Based Strategies, by Ruby Payne, in the classroom. In individual classes, teachers will work with students to set reasonable, attainable goals for personal and academic development throughout the year. Teachers will provide students with visual models for students and opportunities to activate multiple learning modalities within each content. Student work samples will be prominent in classrooms and hallways.	Academic Support Program	08/07/2017	05/07/2018	$0	All teachers
SMS Literacy Plan	School wide literacy plan was developed to increase reading, comprehension, fluency, vocabulary, and grammar when reading informational text.	Academic Support Program	08/07/2017	05/24/2018	$0	All faculty and administration
Build background knowledge	Special education teachers will use frontloading strategies to build background knowledge in order to increase reading comprehension of informational text.	Academic Support Program	08/07/2017	05/24/2018	$0	Special education teachers in collaboration with regular education teachers.
Informational Text in Mathematics	The school-wide literacy plan will be implemented in all classrooms and subject areas determined by a rotational calendar. Reading, writing, speaking, and reasoning will be emphasized to teach vocabulary, encourage collaborative conversations, and to teach problem solving.	Direct Instruction	08/07/2017	05/24/2018	$0	All Staff

Spiraled Review	Students in seventh and eighth grades are assigned weekly homework that reviews former content standards that are applicable to current curriculum. Students will be given a minimum of 10 problems each week. Teachers also make themselves available for after-school tutoring on an as-needed basis.	Academic Support Program	08/07/2017	05/24/2018	$0	Seventh and eighth grade mathematics teachers
Emphasis on Vocabulary	School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffices, multi-syllabic and multi-meaning words, antonyms and synonyms.	Professional Learning, Academic Support Program	08/14/2017	05/18/2018	$0	All Faculty and Staff
Google Classroom	Teachers will incorporate a Google Classroom page into regular classroom instruction. Google Classroom will be used as a classroom communication and organization tool. From each teacher's Google Classroom page, students should be able to access important documents, assignments, and supporting resources. Students will also use Google Classroom as a way to maintain participation and coursework completion in the event of absence (i.e., personal illness or other absence, in-school detention, etc.)	Technology	08/07/2017	05/24/2018	$0	All teachers
Small-Group Class	A small group mathematics class will be created to increase achievement of students struggling in a general mathematics class. This math class will be taught by a certified mathematics teacher and will focus on the remediation of prior skills and their incorporation in new, grade-level appropriate content standards. Creating a small-group math class will allow for other classes to reduce in size and provide a focused environment where struggling learners may receive more one-on-one, direct instruction with a certified teacher.	Class Size Reduction, Direct Instruction, Academic Support Program	08/07/2017	05/24/2018	$0	Mathematics Department
Basic Review	Students in grades five and six will complete the ongoing cumulative review activity daily as bell work in the classroom. Students will solve five problems, one of each of the following: a fact of the day, an estimate of the day, a measurement of the day, a place value of the day, and a word problem of the day. Students in grades seven and eight will complete the ongoing cumulative review daily as bell work in the classroom. These students will complete one component each day to have completed all five components by the end of a given week.	Academic Support Program	08/07/2017	05/24/2018	$0	All math teachers
Emphasis on Vocabulary	School wide emphasis on teaching vocabulary and building background information by teaching root words, prefixes, suffixes, multi syllabic and multi meaning words, antonyms, and synonyms. The focus group will have academic vocabulary front-loaded prior to learning in the general education classroom, use vocabulary squares with images as a visual aid, use word solving flow chart, and direct explicit instruction setting with a 1:1 and/or 1:2 teacher/student ratio.	Academic Support Program	08/07/2017	05/24/2018	$0	All faculty and staff

Resource Time	Each special education student in seventh and eighth grades receives an hour of reading and math intervention each day. During this resource time, students work on IEP goals and areas needed to meet standards in the general education classroom. Students with behavior components in their IEP also have time to address those goals during this time.	Behavioral Support Program, Direct Instruction, Academic Support Program	08/07/2017	05/24/2018	$0	Special education teachers
TINS	During classroom instruction in whole group, small group, and collaborative conversational settings, students will problem-solve with word problems using the following method: T (Thought) Think about what you need to do to solve this problem and circle the key words. I (Information) Circle and write the information needed to solve and cross out unneeded information. N (Number Sense) Write a number sentence to represent the problem. S (Solution Sentence) Write a solution sentence that explains the answer.	Academic Support Program	08/07/2017	05/24/2018	$0	All math teachers
Smartboards	Teachers will design and integrate effective lessons using Smartboards and associated technology.	Technology	08/07/2017	05/24/2018	$0	All teachers with Smartboards, SPARK Team
Instructional Applications	Students will use instructional apps on Chromebooks, school-provided tablets and personal devices in all classrooms three to five times weekly to enhance classroom instruction.	Academic Support Program	08/07/2017	05/24/2018	$0	All teachers
Reading Intervention Classes	Special Education teachers are assigned reading intervention classes where they will emphasize vocabulary through the use of a resource book of research based strategies. Small group instruction, Compass Learning, cross-age tutoring, Scholastic Action Magazine, Wonders approaching level fluency and vocabulary, 180 days of Reading for 5th Grade; and ReadWorks.org will be implemented for the focus group.	Academic Support Program	08/07/2017	05/24/2018	$0	teachers and administrators
Integration of Math Vocabulary	Word walls and morning announcements' word of the day will be utilized daily. Cross-curricular references for math vocabulary will be utilized as needed depending on students' needs. Students will also be assessed on math vocabulary by units that is pertinent to standards based instruction.	Direct Instruction	08/07/2017	05/24/2018	$0	Math Teachers

Behavioral Exit Interviews	At the completion of a referral to in-school detention (ISD), students are required to complete a reflection and exit interview before returning to their classes. Students will complete a short questionnaire in which they consider the reason for their assignment to ISD and alternate routes of behavior that would have prevented them from being assigned to ISD. After completing the reflection worksheet, the student will have an exit interview with an administrator in which they discuss how their own choices led to the assignment in ISD and how they can prevent an ISD placement in the future.	Behavioral Support Program	08/07/2017	05/24/2018	$0	ISD teacher, administrators
Overdrive-Digital Library	The Overdrive digital library will be incorporated in each reading class school wide. Teachers will allow students to access the online library on personal devices and school-supplied technology, including Chromebooks and tablets. Students will continue to be encouraged to digitally access books for information and pleasure reading. These initiatives will lead to an increase of use of the digital library by at least two percent for the 2017-2018 school year.	Technology	08/07/2017	05/24/2018	$0	All teachers
Adult Voice	Teachers will utilize the "adult voice" strategy when managing student behavior and reframe the behavior of the student.	Behavioral Support Program	08/07/2017	05/24/2018	$0	All teachers
Co Teaching	Special education teachers will co-teach with general education for reading classes that contain special education students. Special education and general education teachers will plan together to develop engaging, differentiated lesson plans for all learners. The teachers will also collaborate to develop assessments that include the appropriate modifications for each special education student. During a general class, co-teachers may help facilitate small groups, centers, or other classroom activities.	Academic Support Program	08/07/2017	05/24/2018	$0	All Faculty & Staff
Comprehending Informational Text	Through co-teaching model and pull out, special education teachers will teach skills and strategies that will enhance comprehension of informational text, including but not limited to outlining, fluency, context clues,cause and effect, infer, predict, summarize, and analyze.	Academic Support Program	08/07/2017	05/24/2018	$0	special education teachers
Co teaching	Special education teachers will co-teach with general education for reading classes that contain special education students. Special education and general education teachers will plan together to develop engaging, differentiated lesson plans for all learners. The teachers will also collaborate to develop assessments that include the appropriate modifications for each special education student. During a general class, co-teachers may help facilitate small groups, centers, or other classroom activities.	Academic Support Program	08/07/2017	05/24/2018	$0	General education and special education teachers
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lead Teacher	A lead teacher will collaborate with classroom teachers to develop engaging, standards-based lessons. The lead teacher will also provide job-embedded professional learning that will assist teachers in increasing student achievement.	Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$0	Lead Teacher and SMS Faculty and Staff
Lead Teacher	A lead teacher will collaborate with classroom teachers to develop engaging, standards-based lessons. The lead teacher will also provide job-embedded professional learning that will assist teachers in increasing student achievement.	Professional Learning, Academic Support Program	08/07/2017	05/24/2018	$81534	Lead Teacher and SMS Faculty and Staff
Graphing Calculators	Mathematics teachers in seventh and eighth grades will incorporate graphing calculators in mathematics classes. The graphing calculators will serve as a tool to help students become more fluent with appropriate technology in mathematics. Students should have ample practice using the calculators before the administration of the Scantron Performance Series: Math Assessment. Students will have access to the graphing calculators at the January 2018 and May 2018 administration of the Scantron Performance Series: Math Assessment.	Technology	08/07/2017	05/24/2018	$3000	Secondary mathematics Department (7th and 8th grades)
Purchase of Chromebooks and Smartboards	Chromebooks and Smartboards will be purchased using Title I funds in order to assure that every classroom has a Smartboard and every student has access to a Chromebook.	Technology	08/07/2017	05/24/2018	$12063	Principal
				Total	$96597	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Informational Texts	Informational texts will be used as a supplemental source in science and social studies classes while addressing context literacy standards. The media center will have additional forms of informational text available to students and teachers.	Academic Support Program	08/07/2017	05/24/2018	$600	Science and social studies teachers and media specialist
Increase volume of informational text	Based on CCRS recommendations of 50-55%, informational text will be used as a supplemental source in science and social studies classes while addressing content literacy standards. Additional informational texts will be provided in the media center to increase options for student selections.	Academic Support Program	08/14/2017	05/18/2018	$1000	Social Studies, Science teachers and media specialist
				Total	$1600	