



# **2017-2018 Title I Schoolwide Diagnostic**

**Sanford Middle School**  
**Lee County Board of Education**

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## **Introduction**

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))**

### **How was the comprehensive needs assessment conducted?**

The comprehensive needs assessment was conducted by the instructional leadership team who looked at the results of the summative student assessments to determine areas of weaknesses, as well as areas of improvements. After the areas of weaknesses were determined, the team decided on evidence-based strategies to meet the needs.

### **What were the results of the comprehensive needs assessment?**

The comprehensive needs assessment was finalized with these results. There were areas of improvement. The Spring 2017 ACT Aspire scores showed a growth in math scores for all grade levels from the previous year, as well as growth in fifth grade reading scores. The fifth grade math scores on the ACT Aspire indicated that 50% of students were proficient or above in mathematics showing an increase from 43% in 2016 to 50% in 2017. Sixth grade math scores increased from 65% in 2016 to 69% in 2017. Seventh grade math scores increased from 36% in 2016 to 37% in 2017. Eighth grade math scores increased from 30% in 2016 to 41% in 2017. Reading scores increased from 28% in 2016 to 29% in 2017.

There were also areas of concern. Sixth, seventh, and eighth grade reading scores on the Spring 2017 ACT Aspire were below the expected levels of performance and showed a negative trend in reading performance. Sixth and seventh grade reading scores indicated the lowest overall performance. The special education subgroups continues to be an area of concern, however, the achievement gap is not becoming greater between special education or other subgroups.

### **What conclusions were drawn from the results?**

These conclusions were drawn from the results. It was determined that the school needs to continue to work on math achievement with the students. Although the trend shows that scores are increasing, they still are not within satisfactory range. Reading is the weaker area. It is encouraging that there are some gains, but the gains need to be much greater and across all grade levels. The special education subgroups continues to be an area of concern, however, the achievement gap is not becoming greater between special education or other subgroups.

### **What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Sanford Middle School is a Title I school, so there are many students who are battling poverty as a part of their everyday lives. The faculty understands this and is trying to educate themselves as to how to work with this type of demographic. The school is also the only middle school with a fifth grade which makes it very hard to conduct a true middle school. Student achievement needs to climb; the staff understands this and is working to make this happen.

**How are the school goals connected to priority needs and the needs assessment?**

To connect the needs assessment and the school goals, the school has set goals in place which they feel will higher student achievement. The goals are evidence-based and if met, will higher scores and increase student learning. The goals have been created with the student in mind and learning at the center; they include math, reading, and technology goals for both regular education and subgroups.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

The goals portray a clear and detailed analysis of multiple types of data. The goals have been created using standardized test results, surveys, teacher input, pass/fail data, and administrator evaluations.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

Many of the objectives, strategies, and activities within the goals address all students within the school, however, there are particular goals with objectives, strategies, and activities that pertain to students within the subgroups, such as special education and ELL.

## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

### Goal 1:

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.

### Strategy1:

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   | Funding Amount & Source | 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 |

### Strategy2:

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   | Funding Amount & Source   | 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 |

### Strategy3:

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

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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 - SMS Literacy Plan & Rotation   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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      |

### Strategy4:

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   | Funding Amount & Source   | 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      |

### Goal 2:

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.

### Strategy1:

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

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| Activity - Spiraled Review  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

| Activity - Basic Review  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

**Strategy2:**

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 - Educational Applications  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | 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 |

| Activity - Compass Learning  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | 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      |

**Strategy3:**

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



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| Activity - Asking Why?   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

### Strategy4:

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   | Funding Amount & Source   | 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         |

### Strategy5:

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   | Funding Amount & Source   | 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     |

### Strategy6:

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

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| Activity - Mental Models   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

**Strategy7:**

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 - Small-Group Class   | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | 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. | Direct Instruction Class Size Reduction Academic Support Program | 08/07/2017 | 05/24/2018 | \$0 - No Funding Required | Mathematics Department |

| Activity - Lead Teacher  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source  | 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. | Academic Support Program Professional Learning | 08/07/2017 | 05/24/2018 | \$0 - Title I Schoolwide | Lead Teacher and SMS Faculty and Staff |

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| Activity - Developing a standards based classroom   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | 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 |

### Strategy8:

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   | Funding Amount & Source   | 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 |

### Goal 3:

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..

### Strategy1:

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.

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

Research Cited: Building Background Information, by Robert Marzano

| Activity - Co teaching   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Reading Intervention Classes   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Compass Learning   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 - Resource Time  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | 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<br>Direct Instruction<br>Academic Support Program | 08/07/2017 | 05/24/2018 | \$0 - No Funding Required | Special education teachers |

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| Activity - Informational Text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 - Vocabulary Integration  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | 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 4:**

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..

**Strategy1:**

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 - Co Teaching   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

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| Activity - Emphasis on Vocabulary  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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   | Funding Amount & Source   | 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 |

**Strategy2:**

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

Category:

Research Cited:

| Activity - Increase volume of informational text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 - SMS Literacy Plan  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

| Activity - Build background knowledge   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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. |

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| Activity - Comprehending Informational Text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

**Narrative:**

The teachers within the classroom follow the Specially Designed Academic Instruction in English (SDAIE) for ELL students.

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**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.

**Strategy1:**

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   | Funding Amount & Source     | 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..

**Strategy1:**

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

Category:

Research Cited:

| Activity - Increase volume of informational text   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 |

**Strategy2:**

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

Research Cited:

| Activity - RTI Strategies  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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      |

**Strategy3:**

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



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| Activity - Emphasis on Vocabulary  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source   | 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. | Professional Learning Academic Support Program | 08/14/2017 | 05/18/2018 | \$0 - No Funding Required | All Faculty and Staff |

### 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.

### Strategy1:

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   | Funding Amount & Source   | 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 |

### 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.

### Strategy1:

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.

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| Activity - Compass Learning  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | 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      |

**Strategy2:**

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 - Spiraled Review  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

**Strategy3:**

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   | Funding Amount & Source   | 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     |

**Goal 5:**

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..

**Strategy1:**

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   | Funding Amount & Source | 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 |

**Goal 6:**

Technology will be used by teachers to enhance classroom instruction and increase student learning.

**Measurable Objective 1:**

demonstrate a behavior : Teachers will lead students in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/24/2018 as measured by administrative classroom observations and evaluations, as well as student products and performances.

**Strategy1:**

Incorporating Technology - Students are more engaged using technology. There is a plan to increase the access and effective use of technology in classroom across the school.

Category: Develop/Implement Learning Supports

Research Cited: John Hattie (2015) Hattie Ranking: 195 Influences And Effect Sizes Related To Student Achievement

| Activity - Use of Safari Montage   | Activity Type                 | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|-------------------------------|------------|------------|---------------------------|-------------------|
| Safari Montage is a collection of video resources for all subject areas. The teachers will utilize the videos in this collection to enhance their teaching during direct instruction and in assignments given to students. | Direct Instruction Technology | 08/09/2017 | 05/24/2018 | \$0 - No Funding Required | All Faculty       |

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| Activity - Accelerated Reader   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Teachers will use the Accelerated Reader program to increase student proficiency in reading. Students will be assigned reading levels based on their Lexile scores in order to differentiate their reading materials. Teachers will assign reading goals to the students for each nine week interval. | Academic Support Program | 08/09/2017 | 05/24/2018 | \$0 - District Funding  | Reading teachers  |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

### Goal 1:

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..

### Strategy1:

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

Research Cited:

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| Activity - RTI Strategies  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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      |

### Strategy2:

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

Category:

Research Cited:

| Activity - Increase volume of informational text   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 |

### Strategy3:

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   | Funding Amount & Source   | 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. | Academic Support Program Professional Learning | 08/14/2017 | 05/18/2018 | \$0 - No Funding Required | All Faculty and Staff |

### Goal 2:

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 .

### Strategy1:

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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 - Ron Clark Academy Visits   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| <p>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.</p> <p>The goal is to have the remainder of the staff visit the Ron Clark Academy by the end of the current school year.</p> | Professional Learning | 08/07/2017 | 05/24/2018 | \$3950 - General Fund   | All staff         |

| Activity - Growth Mindset Coaching   | Activity Type   | Begin Date | End Date   | Funding Amount & Source | Staff Responsible     |
|--|---|------------|------------|-------------------------|-----------------------|
| <p>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.</p> | Professional Learning<br>Academic Support Program<br>Behavioral Support Program | 08/07/2017 | 05/24/2018 | \$0 - Other             | All faculty and staff |

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

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| Activity - Responding to Challenging Student Behaviors   | Activity Type                                    | Begin Date | End Date   | Funding Amount & Source | Staff Responsible         |
|--|--|------------|------------|-------------------------|---------------------------|
| <p>Professional development sessions focused on responding to negative student behaviors will be held for all SMS faculty and staff.</p> <p>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.</p> <p>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.</p> | Behavioral Support Program Professional Learning | 08/07/2017 | 05/24/2018 | \$0 - Other             | All SMS faculty and staff |

**Strategy2:**

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 - Behavior Frequency  | Activity Type              | Begin Date | End Date   | Funding Amount & Source   | 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 - Procedures Checklist   | Activity Type              | Begin Date | End Date   | Funding Amount & Source   | 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 - Behavioral Exit Interviews  | Activity Type              | Begin Date | End Date   | Funding Amount & Source   | 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 |

| Activity - 15 Behaviors of Mutual Respect   | Activity Type              | Begin Date | End Date   | Funding Amount & Source   | 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 - Adult Voice   | Activity Type              | Begin Date | End Date   | Funding Amount & Source   | 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      |

**Goal 3:**

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..

**Strategy1:**

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



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| Activity - Reading Intervention Classes   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Informational Text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 - Compass Learning   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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 - Co teaching   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Resource Time  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | 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. | Direct Instruction Academic Support Program Behavioral Support Program | 08/07/2017 | 05/24/2018 | \$0 - No Funding Required | Special education teachers |

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| Activity - Vocabulary Integration  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | 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 4:**

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..

**Strategy1:**

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 - Co Teaching   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

| Activity - Math Intervention Classes   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

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| Activity - Emphasis on Vocabulary  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 |

**Strategy2:**

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 - Data Analysis   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Compass Learning   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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 - Resource Time   | Activity Type  | Begin Date | End Date   | Funding Amount & Source | 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<br>Academic Support Program<br>Direct Instruction | 08/07/2017 | 05/24/2018 | \$0 - Other             | Special education staff |

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### Strategy3:

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

Category:

Research Cited:

| Activity - Comprehending Informational Text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | 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   | Funding Amount & Source   | 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 |

| Activity - Increase volume of informational text  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | 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   | Funding Amount & Source   | 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. |

### Narrative:

The school offers the SPIRE program for students who display dyslexic behaviors. They meet with a special instruction to overcome these reading difficulties. A counselor is on staff to help students with personal difficulties. Behavior contracts are written for students who cannot acclimate to the environment of the school and need special consideration.

### English Language Proficiency Goal (Should address identified weaknesses and gaps):

#### Goal 1:

All English Language Learners (ELL) at Sanford Middle School will become proficient in reading and writing English.

**Measurable Objective 1:**

demonstrate student proficiency (pass rate) : All ELL students will score at or above grade level on the Scantron Performance Series Reading Assessment by 05/24/2018 as measured by the Scantron Performance Series: Reading assessment.

**Strategy1:**

Teacher Monitoring - Reading teachers will monitor the formative and summative assessment grades, as well as report card grades for ELL students..

Category: Develop/Implement Learning Supports

Research Cited: Hanover Research. "The Impact of Formative Assessment and Learning Intentions on Student Achievement," August 2014

| Activity - Formative Assessments  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Reading teachers will give formative assessments to students to order to inform their instruction. They will monitor the results to make sure that the ELL students are scoring at acceptable levels. | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 - No Funding Required | Reading Teachers  |

| Activity - Teacher Remediation   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| ELL students who do not have acceptable scores on formative assessments during Reading class, will attend small group remediation during classroom time as conducted by the classroom teacher in order to address the weaknesses displayed by the assessments. | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 - No Funding Required | Reading Teachers  |

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

If parents require their students' assessment results in their first language, the school is able to provide those documents in languages the parents understand. There is also a member of the staff who is fluent in Spanish who helps interpret information and can interpret during meetings.

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 2.    | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes      |         |            |

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The Lee County School District Human Resources Division works to hire highly qualified teachers in all schools. The principal is responsible for recommending employees and assigning them to areas in which they will remain highly qualified.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

**What is the school's teacher turnover rate for this school year?**

The school's teacher's turnover rate for this school year was quite low. Two teachers received transfers with the county. One teacher from the classroom was promoted to assistant principal at this school. One teacher retired. There were zero non-renewals.

**What is the experience level of key teaching and learning personnel?**

There is only one academic teacher who is a brand new first-year teacher.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

There is not a high turnover rate of faculty for this school.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

**Describe how data is used from academic assessments to determine professional development.**

To determine professional development, data is disaggregated. As weak areas of student achievement are determined, it becomes clear what professional development is needed. Low scores indicated that teachers needed to be trained on how to work with students who come from poverty situations, and that was accomplished. It also indicated that teachers might need the guidance of a lead teacher to help them understand standards and create effective, evidence-based lessons; the school hired a lead teacher with Title I funds. In addition, the staff is being taught to use technology effectively to increase student learning. Some math teachers are being given professional development in using effective formative assessment, and other math teachers are being taught to implement CMP3 math investigations.

**Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

There are multiple professional development opportunities for all staff. There is a lead teacher on staff who works with all academic teachers in utilizing effective, evidence-based strategies in the classroom. Auburn University is sending staff to work with math teachers on investigations and formative assessments. There is a SPARK team whose job is to deliver professional development on effective technology lessons. The state of Alabama offers online opportunities for all staff to be able to choose the course from which they would benefit the most and work on it in the privacy of their own homes; this is completely free to the user and counts toward re-certification.

**Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

There is a teacher mentoring system in place at the school. At the beginning of the year, the principal and assistant principal meets with all new teachers to explain policies and procedures and to get to know the new staff. The school district has a new-teacher orientation to help the new teachers get acquainted with the district personnel, as well as policies and procedures. There is a group of mentor teachers at the school. The principal pairs the new teachers with one of these mentor teachers who works one-on-one with the new teacher to ensure that he or she feels properly supported and all their needs are met.

**Describe how all professional development is "sustained and ongoing."**

Professional development is "sustained and ongoing." With a lead teacher on staff, any teacher at any time can get the support he or she needs with the lead teacher conducting observations to assess needs, making suggestions, helping with planning, and modeling strategies as needed. The online professional development from the state department's eLearning is always available online. The SPARK Team offers professional development throughout the year. The principal offers periodic professional learning at faculty meetings, and there are built-in professional learning days in the calendar.



## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

### Goal 1:

The school will assist students in having a smooth transition from elementary to middle school and from middle to high school.

### Measurable Objective 1:

demonstrate a behavior : Students will transition from elementary to middle school and from middle to high school with minimal difficulties by 10/01/2017 as measured by attendance rates, behavior records, and report card grades.

### Strategy1:

Transition Assistance - The principal and guidance counselor will spearhead activities that will help students transition between grade levels.

Category: Other - Assistance with Transitions Between Grade Levels

Research Cited: "Transitioning Young Adolescents From Elementary to High School" by Casey Dianna Gilewski and Monica L Nunn on the website of Association for Middle Level Education

| Activity - Visit to High School   | Activity Type           | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|-------------------------|------------|------------|---------------------------|--------------------|
| Eighth grade students will take a field trip to the high school in order to learn the layout of the building, meet teachers and staff, and learn about course selections and credits pertaining to high school. | Other - Student Support | 05/01/2018 | 05/24/2018 | \$0 - No Funding Required | Guidance Counselor |

| Activity - 5th Grade Orientation  | Activity Type           | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|-------------------------|------------|------------|---------------------------|-------------------|
| The school will designate one day at the end of July to provide a fifth grade orientation day meant for students and fifth grade teachers in which the students report to the school to learn about fifth grade, meet the teachers, learn the layout of the buildings, and learn about policies and procedures. | Other - Student Support | 07/17/2017 | 07/17/2017 | \$0 - No Funding Required | Principal         |

### Narrative:

The school will assist students in having a smooth transition from elementary to middle school and from middle school to high school.

- The school will designate one day at the end of July to provide a fifth grade orientation day meant for students and fifth grade teachers in which the students report to the school to learn about fifth grade, meet the teachers, learn the layout of the buildings, and learn about policies and procedures.

- Eighth grade students will take a field trip to the high school in order to learn the layout of the building, meet teachers and staff, and learn

about course selections and credits pertaining to high school.

## **Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

These measures are in place to include teachers in decisions regarding the results of statewide academic assessments.

1. Formal and informal assessments are used to monitor student progress and improve instructional practices after teachers see the results of the statewide assessments.
2. The data collected and analyzed are used to assess individual student needs and determine appropriate interventions which will increase student achievement.
3. The school uses assessments to evaluate the effectiveness of instruction and the strengths and weaknesses of students to enhance learning.
4. Teachers use a wide variety of both formative and summative assessments to identify student progress in order to modify and improve instruction, monitor the implementation of the school improvement plan, and assist student learning.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

There is a process in place to help students who experience difficulty in mastering the state's academic achievement assessment standards at an advanced or proficient level. When the teacher establishes that a student is having difficulty meeting the standards, that teacher submits his name to the student-support team. The team works together to establish a plan for the student to improve. The teacher implements that plan, collects data, and conducts progress monitoring to note whether the student is progressing or not. If the student is not progressing, other measures are taken to ensure success.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

To assist students who are experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level, the following things are in place. The Compass Learning Program is in place to help students. It assesses the student's level and prepares a program at that level. The student progresses individually in the program and is not elevated in level until he has mastered his current level. The school also uses Accelerated Reader. The child is assigned a reading level based on his Lexile score. Teachers offer tutoring to students in need. Teachers group students together who are in need of additional help. These student come to the teacher in a small group setting for additional help.

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

N/A

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

All students will be given opportunities to be successful and meet state and national standards. The needs for each group of Migrant, English Language Learners, Economically Disadvantages, Special Education, Neglected and/or Delinquent, and Homeless students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school. Differentiated strategies are used to enable the student to achieve their learning goals. Students with weaknesses, in academic and/or social areas, are identified through on-going monitoring and assessments which include: district benchmarks, student support teams, and teacher observations.

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

N/A

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Federal and local programs are consolidated/coordinated in the school-wide program and describe how all programs and resources are coordinated and integrated toward the achievement of the school-wide goals.

1. Title I, Part A Programs for Disadvantaged Children Title I funds provide supplemental instructional personnel, materials and supplies, instructional technology, software and safety net programs.
2. Title II A--Teacher Quality/ Professional Learning funds are utilized to purchase professional development resources including professional books for book studies.
3. Title III A--ESOL funds are provided to support English Learners (EL).
4. IDEA--Programs for Exceptional Students funds are federal funds received based on the number of exceptional students in the school. These funds are utilized to provide materials and supplies for teachers of these students.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

The nutrition program at the school offers free and reduced-priced meals to students who qualify.

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

Stakeholders evaluate the school-wide plan. The Leadership Team of the school includes at least one parent, a teacher representative from each core area, a teacher representative of students with disabilities, school administrators, and lead teacher. Stakeholder surveys and questionnaires are distributed and the results calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyze data and use this analysis to make decisions about goals and strategies for the plan.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

Teacher representatives disaggregate the data received from the state's annual assessments and other indicators of academic achievement. Strengths and weaknesses are assessed and communicated to stakeholders.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

The school determines whether the school-wide program has been effective in increasing achievement of students who are furthest from achieving the standards by comparing students' individual scores from one year to the next and by looking at how close the school is to meeting state averages for the assessments.

### **What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The process to revise the plan is to have teacher representatives compare the results of the evaluation of the assessments with the goals in the plan. The goals are deleted, edited, or added to bring about the desired changes for the next school year.