Challenger Middle School

2014-15 School Improvement Plan

Challenger Middle School

624 TRAFALGAR PKWY, Cape Coral, FL 33991

http://chm.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	36%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide an exemplary education that develops critical thinking and problems skills which inspire our students to challenge their minds and charge their spirit.

Provide the school's vision statement

To develop life long learners with critical thinking and problem skills.

School Environment

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

Challenger has created our first day of school to be a focus day where students are with their homeroom teacher all day rather than change classes. This gives teachers ample time to go over school expectations and procedures. Teachers also use this day to give a multiple intelligence survey so both the teacher and students understand that each learner is unique. This provides a time to create a homeroom environment where the teacher is able to mentor this group and form a close relationship with his/her students. Teachers go through a preschool training where they collaborate various activities to help students get to know one another for this day. Tours are provided to highlight the various elective classes students are able to take. Lastly, an assembly led by the administration covers the importance of adhering to our mission statement and creating a school culture that supports learning. The assembly also focuses on creating school spirit. Throughout the year, teachers sponsor various sports teams and after school clubs, as well as provide academic tutoring, which allow students to be part of an environment where they are supported by both staff and other peers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Challenger Middle provides a before school program where students are able to socialize, work on homework, and receive academic support from the sponsoring teacher. The program begins at 7:30 am. All students are able to partake in our free breakfast program upon arrival. A math lab is also provided before school for both support and enrichment opportunities. At dismissal, students are able to attend a fee based program until 6pm where they have computer access for homework as well as a teacher for additional assistance. Tutoring after school is also provided by the different content area teachers. Students can also partake in sports or extracurricular clubs such as drama, art, and Odyssey of the Mind. These teams and clubs provide an atmosphere where students are able to meet and socialize with their peers and gain experience in their chosen area.

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

All teachers create a team discipline plan and consequences that is consistently enforced. The plan is covered on day one and displayed in the classroom for reference. For behavior disruptions, teachers may send a student to the school Time Out room. The Time Out room includes support personnel

who help the student refocus so they can return to class as soon as possible. All textbooks and workbooks are available in this room so there is no loss of learning for the student. Severe behavior issues are addressed through a written referral and a meeting with the grade level administrator. Parents are contacted immediately, a consequence is determined based on the district discipline plan, and any intervention necessary is discussed to prevent future incidents. School personnel reviews the procedures and discipline at the beginning of each school year during preschool week and refer to it as needed.

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

Because of our new first day of school process, our homeroom teachers serve as mentors to our students. The class is used to build relationships in which these students form a relationship and community within this particular class. The goal is that when a student cannot satisfy their social-emotional need, they will be able to this teacher for help and guidance. If the teacher is unable to fulfill those needs, they will have the resources to give to the child (ie - refer to guidance, administration, social worker, or parent). This allows the student to self-advocate and to feel comfortable within the classroom and the school. Our hope is that as we progress through the year, the students will be able to feel comfortable with more than one teacher in the event that their social-emotional needs are not being met.

Early Warning Systems

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

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

Early warning indicators:
- excessive attendance or repeated attendance/tardies
- repeated minor discipline infractions (sent to Time Out or to another classroom)
- Low scores on performance assessment data or patterns of low scores from previous years
- Student is in a credit retrieval course due to failure from prior year

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	22	24	61
One or more suspensions	18	20	7	45
Course failure in ELA or Math	1	3	2	6
Level 1 on statewide assessment	38	54	37	129

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	13	9	35

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are:
1. Communication with parents through email, phone, and text (ParentLink)
2. Parent teacher conference
3. Social worker contacting students with severe absentee problems
4. Having students personally track their attendance in their data folder (self-analysis)
5. Refer students to guidance counselor for emotional support
6. Before and After School tutoring for the subject area needed
7. Credit Retriviel Class to prevent students from falling further behind.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent involvement is a priority at Challenger Middle School. We will use a variety of methods of communication in order to get the information home. Challenger holds PTO meetings, SAC meetings, Family Reading Nights, VIP Parent Nights, sporting events, and student led conferences throughout our school year. We also have a strong drama, dance, and band department which allows for students to display their artistic talents year-round. We encourage our parents and students to attend these events through communication of flyers, newsletter, outside marquee, and ParentLink. We also seek to have the local newspapers attend to highlight our talented students in the news.

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

Through our SAC, we seek out community business partners. Those wanting to be a business partner fill out a form and receive recognition through our school newsletter. Resources they provide can vary from supplies, food, and volunteer time. Twice throughout the year, the staff puts together a volunteer breakfast, where we recognize the volunteers and business partners that have worked to donate their time and resources to our school.

Effective Leadership

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

School Leadership Team

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

Name	Title
Cannady, Teri	Principal
Curls, Aaron	Assistant Principal
Henkel, Jessica	Assistant Principal
Gumm, Lisa	Instructional Coach
Kiefer, Kristin	Teacher, K-12
Green, Karen	Teacher, K-12
Beckman, Dawn	Teacher, K-12
Jeleniowski, Kimberly	Teacher, K-12
Pontius, Amy	Teacher, K-12
Woods, Winston	Teacher, K-12
Young, Kelly	Teacher, K-12

Duties

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

Classroom Teacher
Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
* Attend MTSS Team meetings to collaborate on & monitor students who are struggling
* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
* Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
* Attend MTSS Team meetings
* Train teachers in interventions, progress monitoring, differentiated instruction
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals of interventions implemented
* Administer screenings
* Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
* Attend MTSS Team meetings for students receiving supplemental and intensive supports.
* Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
* Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
* Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
* Facilitate implementation of the MTSS problem-solving process in your building
* Provide or coordinate valuable and continuous professional development
* Assign paraprofessionals to support MTSS implementation when possible
* Attend MTSS Team meetings to be active in the MTSS change process
* Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
* Schedule and attend MTSS Team meetings
* Maintain log of all students involved in the MTSS process
* Send parent invites

* Complete necessary MTSS forms
* Conduct social-developmental history interviews when requested
School Psychologist
* Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
* Monitor data collection process for fidelity
* Review & interpret progress monitoring data
* Collaborate with MTSS Team on effective instruction & specific interventions
* Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
* Consult with MTSS Team regarding intensive interventions
* Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
* Consult with MTSS Team
* Provide staff trainings Social Worker
* Attend MTSS Team meetings when requested
* Conduct social-developmental history interviews and share with MTSS Team ESOL/ELL Representative
* Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
* Conduct language screenings and assessments
* Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at Challenger Middle School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa Gumm	Teacher
Michelle Dupre	Parent
Stephanie Dowd	Parent
Teri Cannady	Principal
Barb Schoonmaker	Parent
Howard Ziegler	Parent
Joan Ziegler	Parent
David Garratt	Business/Community
Michelle Lukow	Parent
Karla Avery	Parent
Marcia Sund	Parent
Carmen Rey-Gomez	Parent
Gina Esposito	Parent
Tammy Jackson	Parent
Sila Ramcharan	Parent
Greg Sund	Parent
Tabitha Tolliver	Parent
Enrique Diaz	Parent
Carmen Manjarres	Parent
Guadalupe Elizondo	Parent
Jessica Henkel	Principal
Winston Woods	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC members reviewed the data from last year's test results in conjunction with the goals set forth by the previous year's SIP to assess gains and opportunities for improvement. Discussions were made regarding the move to the ELA model, implementation of new curriculum and standards. It was noted that it takes 3-5 years to see change once new programs have been put in place.

Development of this school improvement plan

Monthly meetings with the SAC team are being held at the school to establish, monitor, review, and revise the SIP as needed.

Preparation of the school's annual budget and plan

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

The school improvement funds will be used to address student needs in the form of supplemental instruction.
Apromiamtely $4,150.00 has been allocated towards this project.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Gumm, Lisa	Instructional Coach
Beckman, Dawn	Teacher, K-12
Cannady, Teri	Principal
Curls, Aaron	Assistant Principal
Henkel, Jessica	Assistant Principal
Green, Karen	Teacher, K-12
Jeleniowski, Kimberly	Teacher, K-12
Kiefer, Kristin	Teacher, K-12
Pontius, Amy	Teacher, K-12
Woods, Winston	Teacher, Career/Technical
Young, Kelly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. One Book, One School - Sophia's War - Quarter One
2. Family Reading Night - October 7, 2014
3. Celebrate Literacy Week - January 2015
4. Million Minute Read - January 2015
5. Implement another school wide reading strategy - Ongoing
6. Promote instruction of most common Greek and Latin Roots - ongoing throughout grade levels
7. Analogies and roots on the morning news - Daily
8. Teacher sharing of best practices and collaboration of lesson plans through weekly PLCs
9. Support the Media Center - help select books for the library
10. Battle of the Books - team sponsored by Lisa Gumm for school and district battle that highlights the 15 SSYRA books
11. TeenBiz program available for all subject areas to implement
12. ELA teachers select TeenBiz passages that align with other content areas current topics

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

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

Because of our district charge to incorporate PLCs (Professional Learning Communities) within our building, the teachers and staff at Challenger Middle are able to meet frequently to collaborate. The schedule has been adjusted from an 8 block to a 10 block schedule, so that teachers are able to meet as a grade/level and department. This has created a more positive environment amongst the staff as they do not have work outside their contract hours to fulfill this. They also have found it highly beneficial as they are able to analyze data and plan accordingly to meet the needs of all students. Each PLC documents their time by addressing the 4 critical questions and attending the calendar marked PLCs. Many teachers enjoy working together to create and share new and innovative teaching strategies with one another. The new schedule also allows for teachers to observe one another once per quarter.

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

Challenger Middle School, along with the APPLES Administrator Jessica Henkel, conducts a new teacher orientation. An additional orientation specifically geared at assisting new teachers in becoming more familiar with Challenger Middle School is provided by Lisa Gumm. New teachers to the profession or new to a subject area are assigned a veteran teacher as peer mentors. The mentors have satisfied the district requirements and are required to meet with their mentee teacher frequently. Along with meetings, mentor teachers will do scheduled observations and submit documentation to the APPLES administrator and APPLES SharePoint site.

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

The mentoring program follows the guidelines of the Lee County School District's APPLES programs. Veteran teachers are paired with a mentee teacher within their subject area. Pairings are not forced, as we want the working relationship between mentor-mentee to be respectful and mutual. Planned mentoring activities call for weekly lesson planning discussion, formal observation planning, and the idea that the mentee should feel comfortable asking their mentor questions and that the mentor teacher will respond within an appropriate time frame.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

To be sure that the school ensures its core instructional programs are aligned to the Florida standards, all teachers are mandated to follow the district's subject/grade level academic plan. These plans are already aligned to the current Florida State Standards. Lesson plans must include the standards as well. Classroom walk-throughs and formal observations are conducted throughout the year to determine proper alignment. Lesson plans are also checked on a weekly basis to ensure that teachers are adhering to both the academic plan and the Florida State Standards.

Instructional Strategies

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

Data is used daily in Challenger Middle School to provide and differentiate instruction to meet the diverse needs of students. Teachers collect data through formative assessments (short quizzes, exit slips, short response, use of responders) daily to make changes to their lessons. Students also collect data within every class to help create goal-oriented learners. Students graph their progress, reflect, and make plans for change weekly or bi-montly (depending on how often class meets). Because of our high participation in schoolwide PLCs, teachers use the formative assessments to have discussions on what's working and what's not working. They also are able to use the data to identify which students have mastered the material and which students haven't. This helps teachers collaborate and create activities for reteaching or enrichment.

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

Strategy: Extended School Day

Minutes added to school year: 360

Students wil have access to highly qualified instuctor and technology in a positive learning environment.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student attendance in the After School Program is correlated with acadmeic student performance to determine the effectiveness.

Student Transition and Readiness

PreK-12 Transition

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

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

Because of our multi-leveled building, we are able to separate the three grade levels - one per floor. The sixth grade remains on the first floor, seventh grade on the second floor, and eighth grade on the third floor. This keeps the students from multiple grade levels from mixing in the halls. For sixth grade students this allows them to feel safe when beginning middle school. For eighth graders, it begins to prepare them to be more responsible for high school, as their travel distance becomes farther. School wide we implement common expectations to avoid student confusion and keep discipline fair. The teachers go through a brief training during preschool week to review processes and procedures. Processes and procedures include: filling out planners, traffic patterns, use of technology and media, sending students to Time Out, etc. Consistency amongst the teachers helps supports all students during their time at Challenger.

College and Career Readiness

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

Strategies that Challenger Middle School uses to advance college and career awareness include:
Duke TIP (Talent Identification Program)

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

Career and technical education programs available to Challenger Middle Students include:
Personal Development and Career Planning - Blair Baxter
Exploring Technology and Career - David Ernst
School New Broadcasting - David Ernst
Business Keyboarding - Winston Woods
Computing for College and Career - Winston Woods
Computing Applications for Business and Career - Winston Woods

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   In the 2014-2015 school year, at least 77% of all reading students will make learning gains in Reading.

G2.   All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths.

G3.   In the 2014-2015 school year, at least 77% percent of math students will make learning gains in Math.

Strategic Goals Detail

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

G1. In the 2014-2015 school year, at least 77% of all reading students will make learning gains in Reading. 1a

🔑 G045856

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - American Indian	
AMO Reading - Asian	70.0
AMO Reading - African American	59.0
AMO Reading - Hispanic	74.0
AMO Reading - White	79.0
AMO Reading - ELL	47.0
AMO Reading - SWD	49.0
AMO Reading - ED	72.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G2. All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths. 1a

🔑 G040725

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Professional Learning Communities in the form of 1) bi-monthly departments 2) monthly staff meetings 3) committee meetings 3a) data teams 3b) reading leadership 3c) student rewards commitee

Targeted Barriers to Achieving the Goal 3

- New teachers

Plan to Monitor Progress Toward G2. 8

Administrative check-ins with new teacher and peer mentor

Person Responsible

Schedule

Evidence of Completion
emails

G3. In the 2014-2015 school year, at least 77% percent of math students will make learning gains in Math.
1a

G040726

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Math - American Indian	
AMO Math - ED	71.0
AMO Math - ELL	55.0
AMO Math - Hispanic	71.0
AMO Math - SWD	50.0
AMO Math - African American	57.0
AMO Math - White	81.0
AMO Math - Asian	70.0
Math Gains	77.0
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- 1. Support staff teacher hired especially to aide in co-taught classrooms .

- 2. Before and after-school tutoring by certified math teachers.

- 3. Morning/before-school math in the computer lab for students who have been identified as having needs in the area of computation.

- 4. Summer math camp -held previous to the 2013-2014 school year as a proactive strategy to better prepare rising 6th grade students who were identified by their elementary school teachers as having a need for additional math instruction.

- 5. Before and after-school detention for students who repeatedly neglect homework responsibilties.

Targeted Barriers to Achieving the Goal 3

- Poor class behavior

- Poor class attendance

- Irregular homework completion

Plan to Monitor Progress Toward G3. 8

Students who attend math tutoring will demonstrate and improvement in math.

Person Responsible

Schedule

Evidence of Completion
Teacher notes and grade book

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G2. All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths. [1]

🔑 G040725

G2.B1 New teachers [2]

🔑 B098594

G2.B1.S1 Assign a peer-mentor to new teachers at the school. [4]

🔑 S109930

Strategy Rationale

Action Step 1 [5]

Assign peer mentor

Person Responsible

Schedule

Evidence of Completion

Peer Mentor list

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

Are the peer mentors and new teachers aware that they have been asigned.

Person Responsible

Schedule

Evidence of Completion

emails

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

The establishment of working relationships for new teacher and their peer mentors.

Person Responsible

Schedule

Evidence of Completion

Emails

G2.B1.S2 Provide avenues for focused discussions regarding individual strengths and needs `4`

🔑 S109931

Strategy Rationale

Action Step 1 `5`

Peer mentors and new teachers or teachers who are teaching a new curricular area will communicate frequently.

Person Responsible

Schedule

Evidence of Completion

emails, sign in sheets

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

Adminstrative follow up of peer-mentoring

Person Responsible

Schedule

Evidence of Completion

email, sign in sheet

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

Peer mentors and new teachers or teachers who are teaching a new curricular will be provided a feedback from quarterly to communicate the efectiveness and offer suggestions regarding the peer mentor program.

Person Responsible

Schedule

Evidence of Completion

Completed feeback forms

G3. In the 2014-2015 school year, at least 77% percent of math students will make learning gains in Math. `1`

🔧 G040726

G3.B1 Poor class behavior `2`

🔧 B098596

G3.B1.S1 Incentives for students who demonstrate positive classroom behavior consistently. `4`

🔧 S109932

Strategy Rationale

Action Step 1 `5`

Rewards Day

Person Responsible

Schedule

Evidence of Completion

Pictures from rewards days

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Identification of students who earn rewards days

Person Responsible

Schedule

Evidence of Completion

List of students

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Reduction of students missing repeated rewards days

Person Responsible

Schedule

Evidence of Completion

Discipline report

G3.B1.S3 Whiteboards that students can display their work on and share with the teacher from their seat. `4`

🔑 S109934

Strategy Rationale

Action Step 1 `5`

Implement the use of student whiteboards in all math classes to increase time on task

Person Responsible

Schedule

Evidence of Completion

Purchase of whiteboards, ddry erarse markers, and erasers

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Distribution and use of whiteboards in classes

Person Responsible

Schedule

Evidence of Completion

Observation of whiteboard use in classes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Increased student participation

Person Responsible

Schedule

Evidence of Completion

Teacher reports

G3.B2 Poor class attendance `2`

B098597

G3.B2.S1 Early identification by homeroom and team teachers of students with evalated rates of absences `4`

S109935

Strategy Rationale

Action Step 1 `5`

Early identification of students how are demonstrating a patten of frequent or regular absences ie. 4 day weeks, regularly missed Mondays, or Fridays.

Person Responsible

Schedule

Evidence of Completion

Attendance records, parent contact logs, emails

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Indentification and tracking of targeted attendance issues

Person Responsible

Schedule

Evidence of Completion

Attendance record, parent communication logs, email

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Increased communication to address absences

Person Responsible

Schedule

Evidence of Completion

Attendance record

G3.B3 Irregular homework completion `2`

🔑 B098598

G3.B3.S1 Before and afterschool tutoring for students who need additional assistance with homework and/or learning objectives. `4`

🔑 S109940

Strategy Rationale

Action Step 1 `5`

In-house recruitment of HQ math teachers for tutring

Person Responsible

Schedule

Evidence of Completion

List of teacher

Action Step 2 `5`

Establish a schedule of math tutoroing days and hours.

Person Responsible

Schedule

Evidence of Completion

Schedule

Action Step 3 `5`

Afterschool tutoring in math

Person Responsible

Schedule

Evidence of Completion

Student sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

The commencement of after school tutoring in math.

Person Responsible

Schedule

Evidence of Completion

Sign in sheets, log of tutor hours

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Tracking of students who attend math tutoring

Person Responsible

Schedule

Evidence of Completion

student completion of assignements, student grade in math

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Assign peer mentor		Peer Mentor list	once	
G2.B1.S2.A1	Peer mentors and new teachers or teachers who are teaching a new curricular area will communicate frequently.		emails, sign in sheets	once	
G3.B1.S1.A1	Rewards Day		Pictures from rewards days	once	
G3.B1.S3.A1	Implement the use of student whiteboards in all math classes to increase time on task		Purchase of whiteboards, ddry erarse markers, and erasers	once	
G3.B2.S1.A1	Early identification of students how are demonstrating a patten of frequent or regular absences ie. 4 day weeks, regularly missed Mondays, or Fridays.		Attendance records, parent contact logs, emails	once	
G3.B3.S1.A1	In-house recruitment of HQ math teachers for tutring		List of teacher	once	
G3.B3.S1.A2	Establish a schedule of math tutoroing days and hours.		Schedule	once	
G3.B3.S1.A3	Afterschool tutoring in math		Student sign in sheets	once	
G2.MA1	Administrative check-ins with new teacher and peer mentor		emails	once	
G2.B1.S1.MA1	The establishment of working relationships for new teacher and their peer mentors.		Emails	once	
G2.B1.S1.MA1	Are the peer mentors and new teachers aware that they have been asigned.		emails	once	
G2.B1.S2.MA1	Peer mentors and new teachers or teachers who are teaching a new curricular will be provided a feedback from quarterly to communicate the efectiveness and offer suggestions regarding the peer mentor program.		Completed feeback forms	once	
G2.B1.S2.MA1	Adminstrative follow up of peer-mentoring		email, sign in sheet	once	
G3.MA1	Students who attend math tutoring will demonstrate and improvement in math.		Teacher notes and grade book	once	
G3.B1.S1.MA1	Reduction of students missing repeated rewards days		Discipline report	once	
G3.B1.S1.MA1	Identification of students who earn rewards days		List of students	once	
G3.B2.S1.MA1	Increased communication to address absences		Attendance record	once	
G3.B2.S1.MA1	Indentification and tracking of targeted attendance issues		Attendance record, parent communication logs, email	once	
G3.B3.S1.MA1	Tracking of students who attend math tutoring		student completion of assignements, student grade in math	once	
G3.B3.S1.MA1	The commencement of after school tutoring in math.		Sign in sheets, log of tutor hours	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1	Increased student participation		Teacher reports	once	
G3.B1.S3.MA1	Distribution and use of whiteboards in classes		Observation of whiteboard use in classes	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**