



Mahaffey Middle School
Linda Haberman-Principal, Michelle Brandt-Assistant Principal
Kathy Gott, Carleen Massey, Melissa Taylor, & Allison Christman- CSI Team Members

School Improvement Plan SY 2020 - 2021



Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: 2 Strategies: 3 Activities: 9	Organizational	
2	Mathematics	Objectives: 6 Strategies: 2 Activities: 4	Academic	
3	Literacy	Objectives: 8 Strategies: 5 Activities: 13	Academic	
4	Communication & Engagement	Objectives: 3 Strategies: 2 Activities: 7	Organizational	

Goal 1 – Professional Learning Communities/Focused Collaboration

Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 2 – Strategic Initiative 2.1.a: Quality Implementation of Professional Learning Communities/Focused Collaboration
- Goal 2- School Excellence: Develop and sustain each school to be high performing within a culture of innovation, collaboration, and continuous improvement.

Mahaffey Middle School SMART Goals(s):

- All PLC grade level content teams will develop lesson plans with differentiation and higher-level cognitive demand tasks showing 90% very evident as measured by the FCOT indicator 4d.
- All PLC grade level content teams will complete the Journey to Excellence/PLC cycle as indicated by showing completion of indicator 6c a minimum of one time in their PLC minutes.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
Southeast District FCOT	4d develop lesson plans with differentiation and higher-level cognitive demand tasks.	Percent Very Evident	61% (SY19-20)
Mahaffey Middle School FCOT	4d develop lesson plans with differentiation and higher-level cognitive demand tasks.	Percent Very Evident	85% (SY19-20)

FCOT Southeast Responses (Data Tracker)	All stages 1-6 will be completed for grade level content PLCs.	FCOT	Baseline
Learning Walkthrough	Indicator 12 - Students respond to and/or use higher order questions in classroom discourse.	Learning Walkthrough 2.0	Baseline Year

Name of Strategies and Activities that support SMART Goals(s)					
Strategy 1 Name		Strategy Description			
Costa's Levels of Questioning		Students will respond to and use Costa's Levels of Questioning in classroom discourse. This AVID strategy will be broadened to the entire school.			
Activities	Begin Date	End Date	Staff Responsible		Completed Y/N
1. PD on Costa's Levels of Questioning	Jan 2021	June 2021	AVID site team		1st section on 1/8/21 Next session scheduled for 1/26/21
2. AVID site team will model Costa's Levels of Questioning for faculty, students, and staff through a video presentation	Jan 2021	June 2021	AVID site team		
3. Teachers will use Costa's Levels of Questioning when planning for classroom discourse. The students will respond to scaffolded questions that require application, analysis, synthesis, and evaluation.	Jan 2021	June 2021	All teachers		

4. DIP PLC Training Synchronous Training in defining, explaining, and providing examples of high cognitive demand tasks using the LWT implementation guide for elements 5 &9.	Feb 2021	Feb 2021	All teachers		
Strategy 2 Name		Strategy Description			
Forming Flexible Groups		Teachers will use item analysis and formative assessments to form flexible groups.			
Activities	Begin Date	End Date	Staff Responsible		Completed Y/N
1. Professional learning on item analysis and forming flexible groups.	Jan 2021	June 2021	CSI and PLC Leaders		
2. Follow-up practice session on organizing information from a given assessment and forming flexible groups. This will be conducted in content groups.	Feb 2021	June 2021	CSI and PLC Leaders		
3. PLCs will devise tasks to show differentiation as indicated on FCOT 4d and evidenced by indicator 12 on LWT.	Feb 2021	June 2021	All faculty		
Strategy 3 Name		Strategy Description			
PLC Cycle		Teachers will utilize the entire PLC cycle to ensure learning, collaboration, and results.			
Activities	Begin Date	End Date	Staff Responsible		Completed Y/N
1. Ongoing conversations between PLC leads, administration, and PLC teams on stages and indicators of the PLC cycle. Provide actionable feedback weekly to PLC teams to improve their work and acknowledge successes.	Oct 2020	June 2021	PLC Leads and Administration		
2. Asynchronous PD review of the stages of the PLC cycle and the PDCA.	April 2021	June 2021	CSI Team		

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Baseline Score	Data Source for Quarterly measure	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
85%	Mahaffey FCOT Indicator 4d	75% (BOY)			

Goal 2 – Mathematics

<p>Alignment to DoDEA Blueprint for Continuous Improvement:</p> <ul style="list-style-type: none"> ● Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students ● Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction ● Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System
<p>School SMART Goal A:</p> <ul style="list-style-type: none"> ● All students in grade 6 will increase their achievement in mathematics on the CCRS Summative assessment from 38% meets and exceeds expectation in SY 17-18 to 44% meets and exceeds expectations by SY 20-21.

- **80% of 6th, 7th, and 8th grade students will score proficient (70%) on the DODEA Americas Math End of Module Assessments..**
 - *The following standards are addressed in each 6th grade module:*
 - 6.NS.1,2,3,4 at completion of Module 2 - (Sept 28)
 - 6.RP.1,2,3 at completion of Module 1 - (Nov 30)
 - 6.NS.5,6,7,8 at completion of Module 3 - (Jan 20)
 - 6.EE.1,2,3,4,5,6,7,8,9 at completion of Module 4 - (Mar 30)
 - 6.G.1,2,3,4 at completion of Module 5 - (May 6)
 - 6.SP.1,2,3,4,5 at completion of Module 6 - (May 31)
 - *The following standards are addressed in each 7th grade module:*
 - 7.NS.3 at completion of Module 2-(Oct 15)
 - 7.RP.1,2,3 7.G.1 at completion of Module 1-Dec 11)
 - 7.EE.3 at completion of Module 3-(Feb 10)
 - 7.RP.1,2,3 7.G.1 at completion of Module 4 - (March 31)
 - 7.SP. 2,3,4,5,6,7,8 at completion of Module 5 - (May 3)
 - 7.G.2,3,5,6 at completion of Module 6-(May 31)
 - *The following standards are addressed in each 8th grade module:*
 - 8.EE.1,3,4. at completion of Module 1-(Sept 24).
 - 8. G.1,2,5 at completion of Module 2- (Oct 29)
 - 8. G.3,4,5 at completion of Module 3- (Dec 11)
 - 8. EE. 5,6,7,8 at completion of Module 4- (Feb 8)
 - 8. F.1,2,3 at completion of Module 5 -(Mar 29)
 - 8. F.4,5 at completion of Module 6 - (Apr 26)
 - 8. EE.2, 8.G.6,7,8,9 at completion of Module 7-(May 26)
- **The percentage of 6th, 7th, and 8th grade students who score proficient (70%) on their Securely Held Knowledge (SHK) standards will increase from 14% to 40% in February of 2021.**
- **16% of 6th, 7th, and 8th grade students will score proficient (meeting or above) on each Interim Assessment.**

SMART Goal B

- Students in 6th grade will increase achievement in mathematics on the CCRS Summative Assessment in Subclaim D, Highlighted Practice MP.4 with connections to content (Modeling/Application) from 28% of students meeting or exceeding expectations in SY 18-19 to 32% of students meeting or exceeding expectations in SY 20-21.

Sub-Group SMART Goals

- The percent of students with Disabilities (IEPs and 504s) in sixth grade performing at “meets” or “exceeds” on the CCR Summative Math Assessment will increase their achievement from 10% in SY 18-19 to 13% in SY 20-21.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment	Subclaim 4 (Additional and Supporting Content with Connections to Practices)	% scoring in levels 4 and 5	6th grade - 28%

Name of Strategies and Activities that support SMART Goals(s)

Strategy 1 Name	Strategy Description			
R.A.C.E	Acronym to help students organize their constructed responses and fully address the problem.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N

<p>1. Students will use the RACE (restate the question, answer the question, cite the units, explain your answer using a mathematical model) strategy when answering modeling (SMP 4) and reasoning (SMP2) PARCC released items. This will occur a minimum of once per module during instructional activities. This released item will be investigated using the given item rubric.</p>	Sept 2020	June 2021	Math Teachers	
<p>2. Students will analyze peer and sample responses to determine the use of the RACE strategy, complete and accurate responses, and provide constructive feedback.</p>	Sept 2020	June 2021	Math Teachers	

Strategy 2 Name	Strategy Description			
Math Instructional Support	Tiered Intervention			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N

<p>1. Instruction during the intervention is explicit and systemic. This includes providing models of proficient problem solving, verbalization of the thought process, guided practice, corrective feedback, and frequent cumulative review. Interventions include instruction on solving word problems based on common underlying structures. Interventions should devote about 10 minutes in each session to fluent retrieval of basic arithmetic facts.</p> <p>2. Students will be considered for tier 2 and 3 intervention using a combination of data including prior intervention, in class performance, the SHK (Securely Held Knowledge) testing, module pre-intervention, module post-tests, and interim test results.</p>	Sept 2020	June 2021	Administration and Intervention Teachers	
	Sept 2020	June 2021	Administration, Math Teachers, Intervention Teachers, and Counselors	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met

37% of 6 th grade students met or exceeded expectation on the CCR Summative Assessment in Math SY18-19.				
27% of 6th grade students met or exceeded expectation on the CCRS Summative assessment in Subclaim D (Modeling and Application) SY18-19.				
6th Grade Module Assessments SY19-20 percent of students proficient before retesting: <ul style="list-style-type: none"> ● Module 1 - 32% ● Module 2 - 51% ● Module 3 - 68% ● Module 4 - 68% 	6th Grade Module Assessments SY20-21 percent of students proficient before retesting: <ul style="list-style-type: none"> ● Module 1 - 67% ● Module 2 - 63% 			
7th Grade Module Assessments SY19-20 percent of	7th Grade Module Assessments SY20-21 percent of			

<p>students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 1 - 67% ● Module 2 - 68% ● Module 3 - 33% ● Module 4 - No prior score 	<p>students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 1 - 74% ● Module 2 - 69% <p>7/8 Grade Module Assessments SY20-21 percent of students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 1a -97 % ● Module 1b - 88% 			
<p>8th Grade Module Assessments SY19-20 percent of students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 1 - 70% ● Module 2 - 67% ● Module 3 - 59% ● Module 4 - 67% 	<p>8th Grade Module Assessments SY20-21 percent of students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 1 - 68% ● Module 2 - 88% ● Module 3- 82% <p>8th Grade Algebra 1 Assessments SY20-21 percent of students proficient before retesting:</p> <ul style="list-style-type: none"> ● Module 0 -91% ● Module 1-92% 			
<p>SHK BOY Assessment SY19-20 percent of students proficient:</p> <ul style="list-style-type: none"> ● 6th Grade - 11% 	<p>SHK BOY Assessment SY20-21 percent of students proficient:</p> <ul style="list-style-type: none"> ● 6th Grade - 22% ● 7th Grade - 15% 			

<ul style="list-style-type: none"> ● 7th Grade -4% ● 8th Grade- 3% (does not include students in advance classes in 7th and 8th grade) 	<ul style="list-style-type: none"> ● 8th Grade - 1% (does not include students in advance classes in 7th and 8th grade) 			
6th Grade Interim Assessments SY19-20 percent of students met or exceeded expectations: <ul style="list-style-type: none"> ● Oct - 11% ● Dec - 7% ● Feb - 13% 	6th grade Interim 1 Assessment 12/2/20 percent of students met or exceeded expectations 56%			
7th Grade Interim Assessments Did not take SY19-20	7th grade Interim 1 Assessment 12/3/20 percent of students met or exceeded expectations 33%			
8th Grade Interim Assessments SY19-20 percent of students met or exceeded expectations: <ul style="list-style-type: none"> ● Oct - 0% ● Dec - 3% 	8th grade Interim 1 Assessment 12/4/20 percent of students met or exceeded expectations 7%. Algebra 1 students took the high school Interim 1 on 12/4/20 percent of students			

<ul style="list-style-type: none"> • Feb - 1% 	met or exceeded expectations 18%.			
--	-----------------------------------	--	--	--

Goal 3 – Literacy

Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students
- Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction
- Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System

School SMART Goal A:

- **All students in grades 6-8 will increase their achievement in literacy on the CCRS Summative assessment from 53% meets and exceeds expectation in SY 18-19 to 56% meets and exceeds expectations by SY 20-21.**
- **11% of 6th, 7th, and 8th grade students will score proficient (meeting or above) on each Interim Assessment.**

SMART Goal B:

- **Students in 6th grade will increase achievement in Literacy on the CCRS Summative Assessment in Subclaim 4, Written Expression, from 25% of students meeting or exceeding expectations in SY 18-19 to 31% of students meeting or exceeding expectations in SY 20-21.**
- **Students in 7th grade will increase achievement in Literacy on the CCRS Summative Assessment in Subclaim 2, Reading Informational Text, from 61% of students meeting or exceeding expectations in SY 18-19 to 67% of students meeting or exceeding expectations in SY 20-21.**
- **Students in 8th grade will increase achievement in Literacy on the CCRS Summative Assessment in Subclaim 2, Reading Informational Text, from 47% of students meeting or exceeding expectations in SY 18-19 to 53% of students meeting or exceeding expectations in SY 20-21.**

Sub-Group SMART Goal(s):

- **The percent of students with Disabilities (IEPs and 504s) in sixth grade performing at “meets” or “exceeds” on the CCR Summative Literacy Assessment will increase their achievement from 6% in SY 18-19 to 12% in SY 20-21.**
- **The percent of students with Disabilities (IEPs and 504s) in seventh grade performing at “meets” or “exceeds” on the CCR Summative Literacy Assessment will increase their achievement from 25% in SY 18-19 to 31% in SY 20-21.**
- **The percent of students with Disabilities (IEPs and 504s) in eighth grade performing at “meets” or “exceeds” on the CCR Summative Literacy Assessment will increase their achievement from 17% in SY 18-19 to 23% in SY 20-21.**

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment SY18-19	Subclaim 4 (Written Expression)	% scoring in levels 4 and 5	6th grade - 22%

CCRS Summative Assessment SY18-19	Subclaim 2 (Reading Informational Text)	% scoring in levels 4 and 5	7th grade - 53%
CCRS Summative Assessment SY18-19	Subclaim 2 (Reading Informational Text)	% scoring in levels 4 and 5	8th grade - 51%

Name of Strategies and Activities that support SMART Goals(s)			
Strategy 1 Name		Strategy Description	
<p>Close Reading Students will read informational text repeatedly for a level of detail not used in everyday reading. Close reading develops the habits of readers as they engage with the complex text of the discipline and to build their stamina skill toward independent reading. Close reading is accompanied by purposeful, scaffolded instruction and is guided by the discussion of text dependent questions.</p> <p>*Fisher and Frey for Adolescent Learner</p> <p>Reading For Meaning is a type of Close reading (visual tools to analyze text, draw inferences, cite textual evidence, and support claims)</p>		<p>Research based strategy helps all readers to build the skills that proficient readers use to make sense of challenging texts.</p>	
Activities		Begin Date	End Date
		Staff Responsible	
		Completed Y/N	

<p><u>1. Close Reading Sequence of Activities:</u></p> <p>A. Teachers will select short informational text passages in their content area.</p> <p>B. Teachers will design the lesson to allow students to read the text multiple times.</p> <p>C. Prepare questions in advance to solicit information students need to gather from the text.</p> <p>D. Have the students read the text independently and annotate the text using a school wide annotation guide.</p> <p>E. Lead a short discussion about student thoughts, ideas, initial observations, and confusions.</p> <p>F. Students will use a visual tool to organize their responses to text dependent questions (oral or written).</p> <p>G. Students respond to text-dependent questions orally or written.</p>	<p>Sept 2020</p>	<p>June 2021</p>	<p>Teachers, SPED Teachers, AVID Teachers</p>	
<p><u>2. Reading For Meaning</u></p> <p>A. Professional Development to review strategies.</p> <p>B. Teachers will implement this strategy when appropriate within content instruction. Enrichment teachers will implement at least one time per quarter.</p> <p>C. Once a quarter content teams will meet to share examples of visual tools and activities they have used to analyze text, draw inferences, cite text evidence, and support claims. These ideas will be shared in PLC leaders to further promote these best practices.</p>	<p>Sept 2020</p>	<p>June 2021</p>		

Strategy 2 Name	Strategy Description
<p>Use of updated 2020 school wide Annotation guide for students to gather information from text.</p>	<p>Annotation Guide</p>

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Teachers will guide students in the use of the school approved annotation guide to support comprehension across content areas.	Sept 2020	June 2021	Teachers, SPED Teachers, AVID Teachers	
2. Students will use the annotation guide as relevant in classwork and homework across content areas.	Sept 2020	June 2021	Teachers, SPED Teachers, AVID Teachers	
Strategy 3 Name		Strategy Description		
CCR Literacy Data Tracker to record and analyze students' success and needs and then provide targeted instruction.		CCR Literacy RACER Data Tracker		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Teachers in grades 8 will use part/whole of the CCR Literacy Data tracking sheet to gather data on writing skills.	Nov 2020	June 2021	Grade 8 ELA Teachers and Grade 8 ELA SPED Teacher	

Strategy 4 Name	Strategy Description			
ELA using the Grade Level Specific Writing Rubric	ELA teachers will provide fair, accurate, specific, and timely feedback to on-demand readable writing using the DODEA grade specific writing rubrics.			
Activities	Begin Date	End Date	Staff Responsible	

<u>CCRSL: DoDEA Grade Specific Writing Rubric</u>	Sept 2020	June 2021	ELA Teachers, ELA SPED Teachers, and Support Staff
1. Teachers in grades 6, 7, and 8 will administer and score, using the DoDEA Grade Specific Writing Rubric (or parts of), several times throughout the year for BoY, cross curricular, and unit performance assessments. The local BOY writing assessment will be a LAT (Literary Analysis Task) scored with Informational Rubric. The MOY writing assessment/UPA3 will be a RST (Research Simulation Task) also scored using the Informational Rubric.			
2. Students will write and edit using a single point scoring rubric, or part of the Grade Specific Writing Rubric, in the ELA classroom for readable writings.	Sept 2020	June 2021	
3. During collaboration, teachers will identify students, who are not proficient based on the single point rubric or part of the Grade Specific Writing Rubric. Teachers will determine instructional strategies to reteach concepts not mastered, and interventions	Sept 2020	June 2021	
4. Students will use the elements listed in the acronym RACER (Read the prompt, answer the question, cite text evidence, explain your reasoning, and restate/summarize) to develop constructed responses that will be reviewed using the DODEA grade specific writing rubrics.	Sept 2020	June 2021	
5. Teachers in grade 8 will pilot and use part/whole of the CCR Literacy Data tracking sheet to gather data, reflect on student progress and develop targeted lessons. The part/whole of the tracker will be determined by the PLC based on the students identified needs from assessments.	Sept 2020	June 2021	

Strategy 5 Name	Strategy Description			
Core Six	Essential Strategies for Achieving Excellence with the Common Core			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p><u>Write to Learn:</u></p> <ol style="list-style-type: none"> 1. Students will be engaged in provisional, readable, and polished writing activities across the curriculum using the RACER constructed response strategy. 2. Students will engage in readable writing activities a minimum of 1 time per quarter in Science, Social Studies, and Enrichment Classes. This will be scored using the DODEA common writing rubric or the discipline specific writing rubric. 3. Students will produce one polished writing piece per semester using a cross-curriculum approach between Language Arts and a content area. This piece will be scored with elements from both the Common Rubric (other 	Sept 2020	June 2021	Core Teachers, SPED Teachers, AVID Teacher	
	Sept 2020	June 2021	All Teachers	
	Sept 2020	June 2021	ELA, Science and Social Studies Teachers	

<p>content and enrichment teachers) and Grade Specific Writing Rubric (ELA).</p> <ul style="list-style-type: none"> a. Grade 6 Science and ELA will collaborate first semester on one polished writing piece. Grade 6 Social Studies and ELA will collaborate second semester on one polished writing piece. b. Grade 7 Social Studies and ELA will collaborate first semester on one polished writing piece. Grade 7 Science and ELA will collaborate second semester on one polished writing piece. c. Grade 8 Social Studies and ELA will collaborate first semester on one polished writing piece. Grade 8 Science and ELA will collaborate second semester on one polished writing piece. 				
---	--	--	--	--

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
22% of 6 th grade students met or exceeded expectations on the CCR Summative Assessment in the Written Expression subclaim SY18-19				
3% of students scored proficient in Grade 6 Local Writing Assessment BOY SY19-20.	0% of students scored proficient in Grade 6 Local Writing Assessment BOY SY20-21.			

4% of students scored proficient in Grade 7 Local Writing Assessment BOY SY19-20.	2% of students scored proficient in Grade 7 Local Writing Assessment BOY SY20-21.			
27% of students scored proficient in Grade 8 Local Writing Assessment BOY SY19-20.	31% of students scored proficient in Grade 8 Local Writing Assessment BOY SY20-21.			

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Baseline Score	Quarter 2 Score	End-of-Year Score	SMART Goal Met/Not Met
53% of 7 th grade students met or exceeded expectations on the CCR Summative Assessment in the Reading Informational Text subclaim SY18-19			
51% of 8 th grade students met or exceeded expectations on the CCR Summative Assessment in the Reading Informational Text subclaim. SY18-19			
11% of 6th grade students scored proficient or higher on the BOY literacy assessment.SY19-20	6% of 6th grade students scored proficient or higher on the BOY literacy assessment.SY20-21		

0% of 7th grade students scored proficient or higher on the local BOY literacy assessment.SY19-2	5% of 7th grade students scored proficient or higher on the local BOY literacy assessment.SY20-21		
8% of 8th grade students scored proficient or higher on the local BOY literacy assessment.SY19-20	10% of 8th grade students scored proficient or higher on the local BOY literacy assessment.SY20-21		

Goal 4 – Communication and Engagement

<p>Alignment to DoDEA Blueprint for Continuous Improvement:</p> <ul style="list-style-type: none"> ● Goal 1-Student Excellence: Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life. All DODEA students will show appropriate growth within an academic year. ● Goal 4 – Strategic Initiative 4.2.c: Employee Environmental and Cultural Audits ● Goal 5 – Strategic Initiative 5.1.d: Promote, Foster, and Support Family Partnerships
<p>Mahaffey Middle School SMART Goal(s):</p> <p>40% of parents will respond that they have quite a lot of opportunity to be involved in their child's learning.</p> <p>45% of parents will respond that they have quite a lot of opportunity to provide input or feedback.</p> <p>70% of teachers will respond that they have “quite a lot” of contribution to their school’s mission.</p>

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores

Mahaffey Parent Communication & Engagement Feedback Form SY 20-21	How much opportunity does the school give you to be involved in your child's learning?		24.8% Quite a lot 53.1% Some 22.1% Very Little
Mahaffey Parent Communication & Engagement Feedback Form SY 20-21	How much opportunity does the school give you to provide input or feedback?		29.2% Quite a lot 46.9% Some 23.9% Very little
Mahaffey Faculty/Communication and Engagement Form SY 20-21	How much do you think you get to contribute to your school's mission?		52% Quite a lot 41% Some 7% Very Little

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
Virtual Parent Night		Mahaffey Middle will provide an opportunity for parents to experience aspects of Google Classroom and Gradespeed so that they may be able to navigate and assist their child to find objectives, learning activities, desired outcomes, and present levels of performance.			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
1. Google classroom experience co-hosted by teachers and students.		Dec 2020	Feb 2021	CSI Team, PLC Leaders, and school ET.	
2. Gradespeed experience to show parent perspective and features.		Dec 2020	Feb 2021		
3. Parent forum to solicit parent input and direction.		Dec 2020	Feb 2021		

Strategy Name	Strategy Description
----------------------	-----------------------------

Revisiting DODEA and Mahaffey's Vision and Mission Statements	Revisit DODEA's vision, mission, core values, blueprint, Mahaffey's vision and our contributions.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Revisit DODEA's <ul style="list-style-type: none"> a. Mission b. Vision c. Core Values d. Blueprint 2. Revisit Mahaffey's vision 3. View vision statements from other schools 4. Determine if we want to keep, change, or recreate Mahaffey's vision	March 2021	June 2021	CSI Team	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Baseline Score	Data Source for Quarterly measure	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met