

# FBLG MIDDLE SCHOOL SCHOOL ACTION PLAN SY 2019-2020 (Revised – May 28, 2019)



## MISSION STATEMENT

F.B. Leon Guerrero Middle School's mission is to respond to the unique needs of our students, while exploring areas of individual potential and cultivating lifelong learning skills.

## SCHOOL MOTTO

"Good, Going for GREAT!"

## SCHOOL VISION

Forever **B**ringing **L**ight to a new **G**eneration  
and  
**H**elping young **A**dolescents **W**in **K**nowledge and **S**uccess

## FIVE EXPECTATIONS

The following *Five Expectations* have been developed to guide student behavior, instructional practices, and administrative decisions that promote success:

- #1 *I will respect others so please respect me!*
- #2 *I will be on time and prepared for class.*
- #3 *I will be my best at all times.*
- #4 *I will have pride in my school.*
- #5 *I will make responsible choices.*

## COLORS & MASCOT

School colors are **BLUE AND WHITE**  
School mascot is the **HAWK**

## SCHOOL SONG

**HAWKS** has given me honor and pride  
The spirit I have will help me to strive  
F.B.L.G. spirit will shine through my life ...(2x)  
...all the time (after second refrain)

Blue and White spirit - we're strong!  
**HAWKS** in our blood makes right from wrong  
Let everybody know - we're apart from the rest  
Shout, "F.B.L.G. HAWKS!" - we're the best!

# Schoolwide Learner Outcomes (SLOs)

F.B. Leon Guerrero Middle School students are expected to be:

## High Level Thinkers

- Synthesize information from all subject areas
- Evaluate education and career options as they relate to what they have learned
- Use technology to accomplish tasks
- Seek solutions in and out of class
- Practice critical thinking skills

## Accomplished Communicators

- Express themselves both verbally and non-verbally
- Use technology to communicate locally and globally
- Accept constructive criticisms
- Listen objectively to other viewpoints
- Are responsible in the appropriate use of social media

## Worthwhile Contributors

- Respect themselves and others
- Have pride in school and home environment
- Are aware of the effect technology has on daily life
- Are involved in school and community

## Knowledgeable about Themselves Physically and Emotionally

- Able to identify school resources that can assist in areas of concerns
- Ask for help when needed
- Use self-control in situations
- Are aware of and have good grooming and personal hygiene habits

## Study Skills Masters

- Exhibit good time management
- Apply note-taking skills
- Use technology effectively as a tool
- Plan for long and short term projects
- Practice active listening skills

## DISTRICT Vision Statement

Every Student:  
**Responsible,**  
**Respectful,** and  
**Ready for Life**

## DISTRICT Mission Statement

**Our Educational Community...**  
**Prepares** all students for life,  
**Promotes** excellence, and  
**Provides** support



## **F.B. Leon Guerrero Middle School School Action Plan**

### **Foreword**

The F.B. Leon Guerrero Middle School's (FBLGMS) *School Action Plan* derives its vision from the Guam Department of Education's State Strategic Plan (SSP), which is "*Every Student: Responsible, Respectful, and Ready for Life,*" as well as the department's mission statement which states that "*Our Educational Community prepares all students for life, promotes excellence, and provides support.*" (Adopted by Guam Education Board, September 2014) This vision works in conjunction with the SSP goals and objectives and the 5 District Level Expectations: (1) the development and use of S.M.A.R.T. (Specific, Measurable, Achievable, Results-based, and Time-bound) Goals, (2) the creation and utilization of Professional Learning Communities (PLC) and Collaborative Teams, (3) the gradual strive to achieve a Guaranteed and Viable Curriculum, (4) the development of Common Formative Assessments (CFA), and (5) the purposeful use of classroom observations and teacher feedback.

The overall mission of our school is to cultivate a vision of accomplishment in every student and equip them with every means to attain academic success. In evaluating and measuring our success as educators, we will look to **our main objective, which is to improve student achievement.** Infusing this objective with the Guam Department of Education's Goals, FBLGMS School Action Plan hopes to focus on the following areas:

- I. Student Academic Performance (*CAF#1, CAF#2*)
- II. Student Attendance (*CAF#5*)
- III. Student Discipline (*CAF#5*)
- IV. School Culture and Environment (*CAF#3, CAF#4*)

### **I. Student Academic Performance**

F.B. Leon Guerrero Middle School's emphasis on student achievement is its fundamental area of focus, which also allows for overall improvement of student academic performance. With the onset of the implementation of the District-wide Assessments (DWA) and the Guam Standards Based Assessments (as described in the GDOE Comprehensive Student Assessment System, CSAS) in 2014, the school will use the standardized scores from the ACT Aspire from school year 2014-2015 as baseline assessment data. An examination of this data will determine the areas of concern that stakeholders need to address, as a learning community, and will assist in developing and planning curriculum along with the adopted district

curriculum guides. Guided by the Common Core State Standards (CCSS) and GDOE Content Standards, FBLGMS will deliver a Guaranteed, Viable Curriculum to all students.

FBLGMS teachers will develop and implement curriculum aligned with the Common Core State Standards and GDOE Content Standards. The curriculum will consist of content priority standards that have been unpacked/translated in order to identify measurable learning objectives. With these learning objectives, teachers were able to identify and target priority skills, or Power Standards (aligned with CCSS and Guam Content Standards), that will be assessed at the beginning and at the end of each school year (pretest and posttest). Teachers have also developed and administer formative and summative assessments, incorporating Standards-Based Grading (SBG) and proficiency scales, which will help the school address the content area SMART (Specific, Measurable, Attainable, Realistic, and Timely) Goals and identify academic interventions to ensure the overall quality and continued improvement of students' educational experiences.

Integrated into the school's content area instruction are the SMART (Specific, Measurable, Attainable, Results-driven, and Time-bound) Goals, curriculum maps, power standards, proficiency scales, and SBG that incorporate the initiatives recommended by the district. In the school's Professional Learning Communities (PLCs) and Collaborative Learning Teams (CLTs), teachers will integrate research-based strategies to focus on student progress toward academic achievement. Some of these strategies are: *Classroom Instruction That Works* (CITW), The Big 8 Literacy Strategies, and Sheltered Instruction Observation Protocol (SIOP Model). In content area PLCs and collaborative teams, teachers will analyze data from summative and formative assessments, reflect on best practices used in the classroom, and differentiate instruction for targeted groups of students, which are all embedded within the school's uniform Robert J. Marzano's Lesson Plan model that guides classroom instruction.

Furthermore, in order to promote student success, FBLGMS will continue to connect with parents through the use of Student Planners, newsletters, PowerSchool parent portal access, phone calls, email, and individual team meetings with parents. Parent-Teacher Organization (PTO) monthly meetings are also conducted to inform parents of school initiatives, programs, events, and activities and to recognize the academic success of students through A and B Honor Roll, Principal's List, and Top 10 Awards. Students' academic performance is also recognized during team/grade level and school-wide assemblies.

## **II. Student Attendance and Discipline**

FBLGMS continues to create a positive climate conducive to learning and increasing student achievement. The School Climate Cadre (SCC) has been designed to establish positively stated expectations; to define expectations in the context of routines/settings; to collaboratively create lesson plans and activities that teach school expectations; to increase active supervision in classroom and non-classroom settings; to establish a continuum of strategies to acknowledge appropriate behavior and respond to inappropriate behavior; to improve staff reinforcement systems; and to develop an action plan that will guide student discipline expectations and implement strategies, as prescribed by the PBIS (Positive Behavioral Interventions and Supports) framework. The SCC generally consists of one teacher from each grade level and elective groups; counselors, administrator, Student Body Association/student representatives, and the SLF (School Level Facilitator). Following the tenets of Board Policy 380 on the Character Education program in public schools, each teacher has a Team Time period with small groups of students, where behavioral themes are addressed and intervention measures are provided to help students develop good character. Character Education standards taught during Team Time period and also integrated into classroom instruction are in the areas of Responsibility, Trustworthiness, Caring, Civic Virtue and Citizenship, Justice and Fairness, and Respect. The SCC has created and continually revises the school's A-B-C (Activities that Build Character) lesson plans accompanied by a monthly newsletter (*School Climate Chronicles*), which incorporate these character traits and teach students the effects of positive behavior in school and in their community.

Each month, interdisciplinary team assemblies are held, by which students are presented their team's discipline referral data collected from PowerSchool, where discipline concerns/issues and infractions for each grade level team is recorded based on the Office Discipline Referral (ODR) forms. School administration, SCC members, and two (2) district PBIS coaches discuss ways and strategies to help students improve their behavior and make positive choices. In each interdisciplinary team, students who demonstrate excellent behavior are awarded with HAWKS Bucks, which are used to purchase prize items from the SCC store catalog, along with a chance to participate in a raffle drawing. School personnel also have the opportunity to be rewarded through receiving the "*Great at being GREAT*" slips from any faculty, staff, or administration and the Power Stars from attending, contributing to, or actively participating in major school and community events. These schoolwide incentives are means to help support and create positive school climate.

In addition to the A-B-C Plans, the SCC has created a Character Education evaluation rubric that is disseminated to each student and parents. This evaluation serves as an assessment report on whether a student has demonstrated levels of good behavior, based on the Character Education curriculum standards.

In previous years, interdisciplinary team teachers have designed and implemented Behavioral SMART Goals to address specific student behaviors and to provide interventions that promote positive behavior. The fundamental goal of FBLGMS Character Education program, along with the Behavioral SMART Goals, is to aid in decreasing the amount of discipline referrals and infractions incurred by students during the school year to build a productive and positive school climate. In

May 2018, FBLGMS administration, faculty, and staff collaboratively developed the schoolwide behavioral SMART Goals based on areas of improvement regarding student discipline. The schoolwide behavioral SMART Goals was established in order to create a consistent and effective discipline and behavior management system.

### **III. School Culture and Environment**

Recognizing that the school's morale impacts student achievement, FBLGMS faculty and staff, along with the school administrators, Parent-Teacher Organization, Student Body Association, and other school stakeholders, will devise plans to improve the overall school culture and environment. FBLGMS will focus on providing support for its faculty and staff and boosting school morale by collaboratively working on ways to promote a positive school climate and empowering each member of the school community to contribute to the plans and policies that help improve the school's culture and environment.

The impact of employee attendance on student achievement has a correlation with student success. In order for FBLGMS to continue to increase student success, the school will develop an Employee Recognition Program that focuses on increasing employee attendance and improving employee efficacy. Through this program, employees will be able to receive awards and recognition for their value in work and attendance, which will result in an increase of support and success of our students.

Another crucial initiative that FBLGMS aims to improve is to increase parental participation and involvement. Working with the school's Parent-Teacher Organization and Student Body Association (clubs and organizations), the school community and other stakeholders will design activities in and out of the instructional days and partake in school beautification projects that encourage parental participation and involvement. In order to seek and ensure parental involvement opportunities, FBLGMS has distributed and compiled information from Parent-School Participation Surveys, which allow for parents/guardians to volunteer and contribute to the events and activities of the school.

The Visiting Committee concurs with and builds on the growth areas already identified by the school:

- #1 That the School Leadership and faculty champion the implementation of a schoolwide strategy to differentiate/personalize curriculum, instruction and assessment to address individual students' strengths and growth areas.***
- #2 That the School Leadership and faculty deepen implementation of high-impact instructional strategies in every classroom to ensure that all students engage in rigorous and relevant learning.***
- #3 That the School Leadership, faculty, and staff strategize to sustain the culture of collaboration, communication, and shared decision making between administration, faculty, and staff.***
- #4 That the Administration work with the GDOE, Mayor, parents/community, military and others to secure supplemental resources to address immediate and long-term instructional, non-instructional and facility needs.***
- #5 That the school review the effectiveness of its current school PBIS/discipline and behavior management system (including consequences, supervision, support, and resources) to ensure a safe learning environment for all students, making adjustments to the plan as appropriate.***

Through analysis of data and collaborative discussions, the school community has been able to establish the following student academic and behavioral critical learner needs (CLN):

**CLN#1: To become High Level Thinkers (H), Accomplished Communicators (A), and Study Skills Masters (S), students will increase in math and literacy proficiency levels.**

**CLN#2: To become Worthwhile Contributors (W) and Knowledgeable about Themselves Physically and Emotionally (K), students will improve in discipline and behavior.**



## ENDORSEMENT

We, the undersigned do hereby endorse F.B. Leon Guerrero Middle School's [School Action Plan](#).

	<b>Name</b>	<b>Room</b>	<b>Position</b>	<b>Signature</b>
<b>1</b>	Marucut, Ramon C.	<b>A3</b>	<i>Teacher, Language Arts (6A)</i>	
<b>2</b>	Sablan, Debra	<b>C4</b>	<i>Teacher, Reading (6A)</i>	
<b>3</b>	Cosico, April	<b>A2</b>	<i>Teacher, Math (6A)</i>	
<b>4</b>	Kakigi, Raisa	<b>A1</b>	<i>Teacher, Science (6A)</i>	
<b>5</b>	Almoguera, Jocelyn B.	<b>A4</b>	<i>Teacher, Social Studies (6A)</i>	
<b>6</b>	Prieto, Sonia	<b>B3</b>	<i>Teacher, Language Arts (6B)</i>	
<b>7</b>	Fernandez, Chirika	<b>C2</b>	<i>Teacher, Reading (6B)</i>	
<b>8</b>	Yanger Castro, Elianna	<b>B4</b>	<i>Teacher, Math (6B)</i>	
<b>9</b>	Valencia, Charina	<b>B1</b>	<i>Teacher, Science (6B)</i>	
<b>10</b>	Payumo, Dianna	<b>B2</b>	<i>Teacher, Social Studies (6B)</i>	
<b>11</b>	Manibusan, Joleen	<b>B8</b>	<i>Teacher, Language Arts (6C)</i>	
<b>12</b>	Palomo, Christian	<b>H7</b>	<i>Teacher, Reading (6C)</i>	
<b>13</b>	Lizama, Veronica	<b>H5</b>	<i>Teacher, Math (6C)</i>	
<b>14</b>	Hunter, Nathaniel	<b>H6</b>	<i>Teacher, Science (6C)</i>	
<b>15</b>	Rodriguez, Cheysser	<b>H8</b>	<i>Teacher, Social Studies (6C)</i>	
<b>16</b>	Sablan-Jalique, Piyamas	<b>H4</b>	<i>Teacher, Language Arts (7A)</i>	
<b>17</b>	Placides, Samantha	<b>C1</b>	<i>Teacher, Reading (7A)</i>	
<b>18</b>	Meno, Frankie	<b>H2</b>	<i>Teacher, Math (7A)</i>	
<b>19</b>	Quiambao, Kate	<b>H1</b>	<i>Teacher, Science (7A)</i>	
<b>20</b>	David, Shella	<b>H3</b>	<i>Teacher, Social Studies (7A)</i>	
<b>21</b>	Quintanilla, Jojean	<b>J7</b>	<i>Teacher, Language Arts (7B)</i>	
<b>22</b>	Duenas, Paula	<b>J8</b>	<i>Teacher, Reading (7B)</i>	
<b>23</b>	Sardea, Maria	<b>J6</b>	<i>Teacher, Math (7B)</i>	

<b>24</b>	Rivera, Jamaica	<b>B9</b>	<i>Teacher, Science (7B)</i>
<b>25</b>	Carreon, Karen	<b>J5</b>	<i>Teacher, Social Studies (7B)</i>
<b>26</b>	Cortez, Russell	<b>J4</b>	<i>Teacher, Language Arts (7C)</i>
<b>27</b>	Sengebau, Anne	<b>J2</b>	<i>Teacher, Reading (7C)</i>
<b>28</b>	Tabilas, Hilda	<b>C3</b>	<i>Teacher, Math (7C)</i>
<b>29</b>	Thundiyil, Lali	<b>J1</b>	<i>Teacher, Science (7C)</i>
<b>30</b>	Dompor, Marvin	<b>J3</b>	<i>Teacher, Social Studies (7C)</i>
<b>31</b>	Rafan, Rowena	<b>E17</b>	<i>Teacher, Language Arts (8A)</i>
<b>32</b>	Flores, Katherine	<b>E18</b>	<i>Teacher, Reading (8A)</i>
<b>33</b>	Young, Erlinda	<b>E15</b>	<i>Teacher, Math (8A)</i>
<b>34</b>	Canos, Aileen	<b>C5</b>	<i>Teacher, Science (8A)</i>
<b>35</b>	Pajela, Mandy	<b>E14</b>	<i>Teacher, Social Studies (8A)</i>
<b>36</b>	Camacho, Marina	<b>E19</b>	<i>Teacher, Language Arts (8B)</i>
<b>37</b>	Haun, Daryl	<b>E13</b>	<i>Teacher, Reading (8B)</i>
<b>38</b>	Charfauros, Tamalin	<b>E20</b>	<i>Teacher, Math (8B)</i>
<b>39</b>	Cruz, Francine	<b>C6</b>	<i>Teacher, Science (8B)</i>
<b>40</b>	Alarcon, Emma	<b>E16</b>	<i>Teacher, Social Studies (8B)</i>
<b>41</b>	Dela Cruz, Cynthia	<b>E10</b>	<i>Teacher, Language Arts (8C)</i>
<b>42</b>	Angel, Felicitas	<b>E8</b>	<i>Teacher, Reading (8C)</i>
<b>43</b>	Morales, Jayson	<b>E9</b>	<i>Teacher, Math (8C)</i>
<b>44</b>	Ngiramolau, Marcelina	<b>C7</b>	<i>Teacher, Science (8C)</i>
<b>45</b>	Aromin, Virginia	<b>E12</b>	<i>Teacher, Social Studies (8C)</i>
<b>46</b>	Diaz, Angela	<b>E2</b>	<i>Teacher, Math (SPED)</i>
<b>47</b>	Balajadia, Eileen	<b>E3</b>	<i>Teacher, Reading (SPED)</i>
<b>48</b>	Evans, Matsue	<b>B5</b>	<i>Teacher, Math (SPED)</i>
<b>49</b>	Flores, Therese	<b>B6</b>	<i>Teacher, Basic Life Skills (SPED)</i>

<b>50</b>	Castro, Rowena	<b>E7</b>	<i>Teacher, Language Arts (ESL)</i>	
<b>51</b>	Tajjeron, Erica	<b>E6</b>	<i>Teacher, Reading (ESL)</i>	
<b>52</b>	Williander, Willisa	<b>E4</b>	<i>Teacher, Math (ESL)</i>	
<b>53</b>	Diaz, Arlene	<b>E5</b>	<i>Teacher, Science (ESL)</i>	
<b>54</b>	Dalida, Anjanette	<b>E1</b>	<i>Teacher, Social Studies (ESL)</i>	
<b>55</b>	Jamindang, Milven	<b>GYM1</b>	<i>Teacher, <b>Physical Education</b></i>	
<b>56</b>	Deseo, Ronald	<b>GYM2</b>	<i>Teacher, <b>Physical Education</b></i>	
<b>57</b>	Carlos, Patrick	<b>GYM3</b>	<i>Teacher, <b>Physical Education</b></i>	
<b>58</b>	Palomo, Adam	<b>GYM4</b>	<i>Teacher, <b>Physical Education</b></i>	
<b>59</b>	Molina, Jocelyn	<b>GYM5</b>	<i>Teacher, <b>Physical Education</b></i>	
<b>60</b>	Tison, Emma	<b>D3</b>	<i>Teacher, <b>Health</b></i>	
<b>61</b>	Cabral, Irene	<b>F1</b>	<i>Teacher, <b>Choir</b></i>	
<b>62</b>	Flores, Carroll	<b>F2</b>	<i>Teacher, <b>Band</b></i>	
<b>63</b>	Delos Reyes, Cielo	<b>D5</b>	<i>Teacher, <b>Art</b></i>	
<b>64</b>	Calilung, Patrick	<b>G4</b>	<i>Teacher, <b>Home Economics</b></i>	
<b>65</b>	Maluwelmeng, Brett	<b>D1</b>	<i>Teacher, <b>Journalism</b></i>	
<b>66</b>	Kelley, Mark	<b>E11</b>	<i>Teacher, <b>Business</b></i>	
<b>67</b>	Naz, Giovanni	<b>A5</b>	<i>Teacher, <b>Business</b></i>	
<b>68</b>	Holmes, Dana	<b>D6</b>	<i>Teacher, <b>Career Education</b></i>	
<b>69</b>	Cabrera, Amanda	<b>A5</b>	<i>Teacher, <b>Cultural Arts</b></i>	
<b>70</b>	Perez, Camalin	<b>A6</b>	<i>Teacher, <b>Chamorro</b></i>	
<b>71</b>	Castro, Richard	<b>A7</b>	<i>Teacher, <b>Chamorro</b></i>	
<b>72</b>	Garrido, Joseph	<b>A8</b>	<i>Teacher, <b>Chamorro</b></i>	
<b>73</b>	Paraliza, Timothy	<b>CAFE</b>	<i>Teacher, <b>Opportunity Room</b></i>	
<b>74</b>	Santos, Andrea	<b>COUN</b>	<i>Counselor (<b>6<sup>th</sup> Grade</b>)</i>	
<b>75</b>	Lubrani, Tara	<b>COUN</b>	<i>Counselor (<b>7<sup>th</sup> Grade</b>)</i>	
<b>76</b>	Roldan, Carol Lynn	<b>COUN</b>	<i>Counselor (<b>8<sup>th</sup> Grade</b>)</i>	

<b>77</b>	Blas, Angelica	<b>LIB</b>	<i>Librarian</i>	
<b>78</b>	Pablo, Melissa	<b>ESLO</b>	<i>ESL Coordinator</i>	
<b>79</b>	Espina, Alpha	<b>COUN</b>	<i>RTI Instructor</i>	
<b>80</b>	Balajadia, Beridiana	<b>CRTO</b>	<i>Consulting Resource Teacher</i>	
<b>81</b>	Guerrero, Ann Therese	<b>CRTO</b>	<i>Consulting Resource Teacher</i>	
<b>82</b>	Jaleco, Eileen	<b>NRSO</b>	<i>School Health Counselor</i>	
<b>83</b>	Quintanilla, Carol	<b>OFC</b>	<i>Administrative Officer</i>	
<b>84</b>	Camacho, Francine	<b>OFC</b>	<i>Clerk Typist I</i>	
<b>85</b>	Perez, Leilani	<b>OFC</b>	<i>Clerk Typist I</i>	
<b>86</b>	Mendiola, Donna Mae	<b>OFC</b>	<i>Clerk Typist II</i>	
<b>87</b>	Cruz, Catherine	<b>OFC</b>	<i>Clerk Typist I</i>	
<b>88</b>	Bagaoisan, Bernick	<b>COUN</b>	<i>Computer Operator II</i>	
<b>89</b>	Camacho, John	<b>SUPV</b>	<i>School Aide I</i>	
<b>90</b>	Hernandez, Anthony	<b>SUPV</b>	<i>School Aide I</i>	
<b>91</b>	Ogo, Angela	<b>SUPV</b>	<i>School Aide III</i>	
<b>92</b>	Santiago, Vincent	<b>SUPV</b>	<i>School Aide III</i>	
<b>93</b>	Toves, Arlene	<b>SUPV</b>	<i>School Aide III</i>	
<b>94</b>	Quinata, Bob	<b>SUPV</b>	<i>School Aide III</i>	
<b>95</b>	Francisco, Patrick	<b>SUPV</b>	<i>School Aide III</i>	
<b>96</b>	Perez, John	<b>BLDG</b>	<i>Building Custodial Supervisor</i>	
<b>97</b>	Tydingco, Daniel	<b>BLDG</b>	<i>Maintenance Custodian</i>	
<b>98</b>	Balajadia, Leonora	<b>OFF</b>	<i>Assistant Principal</i>	
<b>99</b>	Quiambao, Keith D.	<b>OFF</b>	<i>Assistant Principal</i>	
<b>100</b>	Espinosa, Arlyn A.	<b>OFF</b>	<i>Assistant Principal</i>	
<b>101</b>	Martinez, Robert G.	<b>OFF</b>	<i>Principal</i>	

<b>PROBLEM STATEMENT</b>	<p><b>READING:</b> Beginning SY2014 through 2017), <b>6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup></b> grade students were first administered the District-Wide Assessment; ACT Aspire. The results from each year show that percentages of students scoring <b>Exceeding/Ready</b> have been <u>decreasing</u> by an average of 1.5%. <b>MATH:</b> (Beginning SY2014 through 2017), <b>6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup></b> grade students were first administered the District-Wide Assessment, ACT Aspire. The results from each year show that percentages of students scoring <b>Exceeding/Ready</b> have been <u>below 10%</u> of the student population. Between <b>SY2015-16</b> and <b>SY2016-17</b>, percentages of students scoring <b>Exceeding/Ready</b> have <u>decreased</u> by 2%.</p>
<b>DISTRICT GOAL</b>	<p><b>District Goal 2</b> <i>All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.</i></p> <p><b>District Goal 3</b> <i>All Guam Department of Education instructional personnel will meet high standards for qualification and ongoing professional development and will be held accountable for all aligned responsibilities.</i> Using SY14-15 District-Wide Assessment, Act Aspire, as baseline data, the school will reach 90% or more in its Adequate Yearly Progress (AYP) by SY2024-2025 using the current District-Wide Assessment.</p>
<b>SCHOOL GOALS</b>	<p><b>The school leadership and faculty champion the implementation of a schoolwide strategy to differentiate/personalize curriculum, instruction, and assessment to address individual students’ strengths and growth areas. (CAF#1)</b></p> <p><b>The school leadership and faculty deepen implementation of high-impact instructional strategies in every classroom to ensure that all students engage in rigorous and relevant learning. (CAF#2)</b></p>
<b>MEASURABLE OBJECTIVES</b>	<p><i>In the area of LARM using School Year 2014-15 District-Wide Assessment (ACT Aspire) scores as a baseline, the percentage of students will increase in achievement in the District-Wide Assessment, ACT Aspire (including Alternate Assessment):</i></p> <p><b>LANGUAGE ARTS</b></p> <ul style="list-style-type: none"> <li>• 2-5% each year for <b>6<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15– SY2024-25.</li> <li>• 2-5% each year for <b>7<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> <li>• 2-5% each year for <b>8<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• 2-5% each year for <b>6<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15– SY2024-25.</li> <li>• 2-5% each year for <b>7<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> <li>• 2-5% each year for <b>8<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>• 2-5% each year for <b>6<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15– SY2024-25.</li> <li>• 2-5% each year for <b>7<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> <li>• 2-5% each year for <b>8<sup>th</sup> Grade</b> for a period of 10 years from SY2014-15 – SY2024-25.</li> </ul>
<b>I. STUDENT ACADEMIC PERFORMANCE – LARM (TO INCLUDE ALL OTHER CONTENT AREAS)</b>	

ACTION STEPS	School wide Learner Outcomes	Critical Area(s) for Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS	
<b>A. Standards and Assessment</b>								
<p><b>1</b></p>	<p>FBLGMS will develop and implement a standards-based curriculum (Standards-Based Grading/Proficiency Scales) focusing in the area of LARM (Language Arts, Reading, and Math), including all other content areas, which will serve as the teachers' classroom planning guide that is aligned with the Common Core State Standards and GDOE Content Standards.</p>	<p><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p>	<p>Administrators Faculty</p>	<p>ACT Aspire</p> <p>Computer Internet Access</p> <p>Common Core State Standards</p> <p>Teacher-made Summative and Formative Assessments</p> <p>Skills Analysis Checklist</p> <p>Standards-Based Grading Training</p> <p>Content Vertical Alignment Documents</p>	<p>Curriculum Guides</p> <p>Skills Analysis Checklist</p> <p>End-of-the-year Data Analysis</p>	<p>SY2014-24</p>	<p>District Curriculum Guides were created, which are aligned with Common Core State Standards (CCSS), including pre/post assessments and Proficiency Scales.</p> <p>The school has begun its implementation of Standards-Based Grading in all content area and elective classrooms.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p style="text-align: center;"><b>2</b></p>	<p>FBLGMS faculty will meet during Content Preparation periods and Team Planning time as a PLC (Professional Learning Community) to discuss and use data to carry out and amend, as needed, Academic/Behavioral SMART Goals that focus on student achievement.</p>	<p style="text-align: center;"><i>High Level Thinkers</i></p> <p style="text-align: center;"><i>Accomplished Communicators</i></p> <p style="text-align: center;"><i>Worthwhile Contributors</i></p>	<p style="text-align: center;">#1 Differentiated /Personalized CIA</p> <p style="text-align: center;">#2 High-Impact Instructional Strategies</p> <p style="text-align: center;">#3 Collaboration /Shared Decision Making</p> <p style="text-align: center;">#5 PBIS/ Behavior Management System</p>	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">Faculty</p>	<p style="text-align: center;">Meeting Time and Place</p> <p style="text-align: center;">Team SMART Goals (Academic/Behavioral)</p>	<p style="text-align: center;">Team SMART Goals (Academic/Behavioral)</p> <p style="text-align: center;">End-of-the-Year Report</p>	<p style="text-align: center;">SY2014-24</p>	<p>Content and Interdisciplinary Teams continue to meet during designated grade level and content area PLCs (Professional Learning Communities) throughout the duration of this plan of action.</p> <p style="background-color: #90EE90;">Due to block scheduling, content teams may be able to meet in grade levels.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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<p><b>3</b></p>	<p>FBLGMS will create, develop, and implement a school wide “writing rubric” that will be used in all content areas to focus on literacy skills.</p>	<p><i>High Level Thinkers</i> <i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA  #2 High-Impact Instructional Strategies  #3 Collaboration /Shared Decision Making</p>	<p>Administrators  Faculty  Language Arts Department</p>	<p>Meeting Time and Place  Multimedia  Laptop  LA Dept. can provide training at the beginning of school year on how to use tool.</p>	<p>School wide “Writing” Rubric”</p>	<p>SY2014-24</p>	<p>A Writing Rubric is utilized and incorporated in all content areas to focus on literacy, but documentation of its effectiveness and student progress still needs to be developed.  The school will further improve the rubric and provide access and/or feedback regarding its consistency and efficacy.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>4</b></p>	<p>FBLGMS will develop and implement formative and summative assessments focusing on LARM and all other content areas that are aligned with Common Core State Standards and GDOE Content Standards, with particular reference to Standards-Based Grading.</p>	<p><i>High Level Thinkers</i> <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA  #2 High-Impact Instructional Strategies</p>	<p>Administrators  Faculty</p>	<p>ACT Aspire  Computer  Internet Access  District Curriculum Documents  Common Core State Standards</p>	<p>Summative and Formative Assessments  Skills Analysis Checklist  End-of-the-Year Data Analysis  Standards Based Assessments</p>	<p>SY2014-24</p>	<p>Teachers continue to implement and revisit assessments, which are aligned with the District Curriculum documents and the Common Core State Standards, with reference to Standards-Based Grading.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



5	FBLGMS students will be assessed in the areas of LARM and all other content areas at the end of each quarter, or will use teacher-made summative assessments, which are aligned with the Common Core State Standards and GDOE Content Standards.	<i>High Level Thinkers</i> <i>Study Skills Masters</i>	#1 Differentiated /Personalized CIA  #2 High-Impact Instructional Strategies	Administrators  Faculty	Teacher-made Summative and Formative Assessments	Skills Analysis Checklist  End-of-the-Year Data Analysis  Assessment Tool	SY2014-24	Students are assessed throughout the duration of this plan.  Teachers continue to revisit Common Formative / Summative assessments to meet the needs of students.  • Ongoing
6	FBLGMS will be actively involved in Professional Learning Communities (PLCs), which focus on student progress toward academic achievement.	<i>Accomplished Communicators</i>  <i>Worthwhile Contributors</i>	#1 Differentiated /Personalized CIA  #2 High-Impact Instructional Strategies  #3 Collaboration /Shared Decision Making	Administrators  Faculty	ACT Aspire  Summative and Formative Assessment Data  Computer Internet Access  Common Core State Standards  Skills Analysis Checklist  Team SMART Goals (Academic)	Attendance Sheets Data Analysis  Summative and Formative Assessments  Skills Analysis Checklist  End-of-the-Year Data Analysis  PLC Reflections  PLC Meeting Minutes and Agenda	SY2014-24	Teachers continue to hold weekly grade level and content area PLC meetings.  Due to block scheduling whole group meetings may not be possible during the school day.  • Ongoing

7	FBLGMS will utilize a uniform Lesson Plan format (Marzano-based) that addresses student achievement.	<i>High Level Thinkers</i> <i>Study Skills Masters</i>	#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies	Administrators Faculty	Uniform Lesson Plans More training opportunities in creating a Marzano-based lesson plan	Lesson Plans	SY2014-24	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
8	FBLGMS will continue with the school accreditation process.	<i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i> <i>Study Skills Masters</i>	#1 Differentiated /Personalized CIA #2 High-Impact Instructional Strategies #3 Collaboration /Shared Decision Making #4 Community Supplemental Resources #5 PBIS/ Behavior Management System	Focus/Home Groups Administrators Faculty/Staff Parents Students	Accreditation Report	Accreditation	SY2014-24	School underwent Full Self-Study and was visited in March 2017. School is preparing for the Midterm Visit by addressing the steps on the School Action Plan and Critical Areas for Focus recommended by the Full Study Visiting Committee. <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p style="text-align: center;"><b>9</b></p>	<p>FBLGMS will utilize teaching strategies that incorporate literacy skills: The Big 8 Literacy Strategies, CITW (Classroom Instruction That Works), Differentiated Instruction, and SIOP (Sheltered Instruction Observation Protocol) Model.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p>	<p>Administrators</p> <p>Curriculum Leadership Team</p> <p>Faculty</p>	<p>Meeting Time and Place</p> <p>Multimedia</p> <p>Laptop</p> <p>Ongoing training on CITW, Big 8 of Literacy, and SIOP strategies</p>	<p>Lesson Plan Design</p> <p>Google Sites</p>	<p>SY2014-24</p>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<p style="text-align: center;"><b>10</b></p>	<p>FBLGMS will continually evaluate data relating to all school initiatives to ensure that they meet the unique needs of all students in achieving success.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p>	<p>Administrator</p> <p>Leadership Team</p>	<p>CITW</p> <p>SMART Goals</p> <p>PLC Groups</p> <p>The Big 8 Literacy Strategies</p> <p>Differentiated Instruction</p> <p>Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>Lesson Plan Design</p> <p>ESL/SPED, PBIS, Curriculum Guides</p>	<p>Student Progress and Quarter Report Cards</p> <p>CFAs</p> <p>ACT Aspire Results</p>	<p>SY2014-24</p>	<p>The school is reviewing District Wide Assessment (ACT Aspire and SBA) results and taking steps in assisting students with math and reading competencies (critical learner needs).</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p><b>11</b></p>	<p>FBLGMS will participate in the District’s Middle School Professional Development days focusing on “Guaranteed and Viable Curriculum,” with emphasis on Common Formative Assessments (CFAs), Standards-Based Grading, and Proficiency Scales.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Faculty</p>	<p>Multimedia</p> <p>Photocopy Paper</p> <p>Photocopy Machine</p> <p>Handouts</p>	<p>Common Formative Assessments</p> <p>Skills Analysis Checklist</p>	<p>SY2014-24</p>	<p>The Curriculum Leadership Team has been facilitating teacher training in developing Proficiency Scales and converting percentage grades into Standards-Based Grading practices.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>12</b></p>	<p>FBLGMS will address the critical learner needs by incorporating math-related lessons and literacy-based activities, at least, once a month during Team Time.</p>	<p><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>SCC</p> <p>Math Department-PTEP Goal</p> <p>Administration</p> <p>Team Time Teachers</p> <p>Team Time Math Coordinator</p>	<p>Resource Materials</p> <p>Photocopy Paper</p> <p>Photocopy Machine</p> <p>Handouts</p> <p>Online Resources</p>	<p>Pre-/Post Assessments</p> <p>Skills Analysis Checklist</p>	<p>SY2016-24</p>	<p>Beginning SY2017-18, each interdisciplinary team is tasked with selecting and implementing math-related lessons appropriate for their set of students during Team Time.</p> <p>In SY2018-19, the Math Department teachers oversee the math literacy-based activities created for Team Time.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<p><b>13</b></p>	<p>FBLGMS will provide students with intervention/remediation opportunities to help minimize or address student retention rate.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Counselors</p> <p>Leadership Team</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p>Retention Policy</p> <p>Each team may hold their own tutoring sessions with their students</p>	<p>Meeting Logs</p> <p>Tutoring Attendance Logs</p>	<p>SY2014-24</p>	<p>Retention policy is enforced, as per Board Policy.</p> <p>Ongoing</p>
<p><b>14</b></p>	<p>FBLGMS will implement a summer school program with emphasis in LARM to assist in increasing student performance levels in language arts, reading, and math (to include all other content area skills/levels).</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Counselors</p> <p>Summer School Site Coordinator</p> <p>Summer School Teachers/Staff</p>	<p>Existing, Additional Funding</p>	<p>Summer School Exit Report</p>	<p>SY2014-24</p>	<p>Summer School Program continues to be provided throughout the duration of this plan, provided that funding is available.</p> <p>Plan needs to be developed for reading/math “double dose” sessions, peer tutoring, and/or NJHS support services.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p><b>15</b></p>	<p>FBLGMS will adopt Block Schedule and its components, making adjustments to the plan as appropriate.</p>	<p><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Block Schedule Committee</p> <p>Administration</p> <p>Faculty/Staff</p>	<p>Resource Materials</p> <p>Unit/Lesson Plans</p> <p>Photocopy Machine</p> <p>Online Resources</p> <p>Behavioral/Academic SMART Goals</p>	<p>Common Formative/ Summative Assessments</p> <p>Discipline Data</p>	<p>SY2018-24</p>	<p>A Block Schedule committee has been formed during SY2017-18 to evaluate the feasibility of the school adopting Block Schedule.</p> <p>Beginning SY2018-19, Block Schedule will be implemented.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<p><b>16</b></p>	<p>FBLGMS will provide Advanced Placement (Pre-AP) courses to 8<sup>th</sup> grade students who meet given criteria (ACT Aspire <i>Exceeding/Ready</i> assessment results and teacher recommendations).</p>	<p><i>High Level Thinkers</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administration</p> <p>Faculty who received Pre-AP training</p>	<p>Resource Materials</p> <p>Unit/Lesson Plans</p> <p>Photocopy Machine</p> <p>Online Resources</p> <p>Specialized Curriculum</p>	<p>Common Formative/ Summative Assessments</p>	<p>SY2018-24</p>	<p>In SY 2018-2019, an 8<sup>th</sup> grade team implemented a Pre-AP program for the 5 core subjects. This Pre-AP framework will be replicated for one 7<sup>th</sup> grade team for SY2020-21.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

**B. Personnel Quality and Accountability**

<p style="text-align: center;"><b>1</b></p>	<p>FBLGMS will actively participate in District and School-Site Professional Development days that specifically address areas of academic needs in LARM and all other content areas that will enable teachers to develop a repertoire of instructional strategies that support school reform initiatives.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Leadership Team</p>	<p>Student Performance Data</p> <p>Student Profile Data</p> <p>Exemplary Student Work Samples</p> <p>Research-Based Programs</p> <p>Common Core State Standards</p>	<p>Attendance Sheets</p> <p>Evaluation of Training by Participants</p>	<p>SY2014-24</p>	<p>School continues to conduct professional development sessions that focus on Standards-Based Grading (SBG), Classroom Instruction that Works (CITW), Sheltered Instruction Observation Protocol (SIOP), and Positive Behavior Interventions and Supports (PBIS).</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p>FBLGMS will conduct classroom observations for teacher evaluation to improve the delivery of instruction, resulting in improved student performance, using the Guam PTEP (Professional Teacher Evaluation Program).</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Teachers</p> <p>Data Committee</p>	<p>PTEP Evaluation</p>	<p>PTEP Evaluation Feedback</p>	<p>SY2014-24</p>	<p>Teachers are observed through mini-observations (Power Walkthrough® - with immediate feedback) while using the PTEP standards to focus on instruction and student progress.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<p><b>3</b></p>	<p>FBLGMS will utilize a uniform School wide Lesson Plan format (Marzano-based) to formulate daily student activities and provide documentation.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Faculty</p>	<p>Lesson Plan Design</p>	<p>Lesson Plan Implementation and Supporting Documents</p> <p>Livebinders (virtual online binder) or Google Sites</p>	<p>SY2014-24</p>	<p>Teachers continue to plan classroom instruction daily and provide learning evidence based on power standards.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>4</b></p>	<p>FBLGMS Instructional Coach will provide peer assistance and coaching for the school wide implementation of district initiatives.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators</p> <p>Instructional Coach</p>	<p>Computer</p> <p>Curriculum Guides</p> <p>USB Drive</p>	<p>Performance Evaluation for Instructional Coach</p>	<p>SY2016-24</p>	<p>The Instructional Coach provides professional development and guidance for teachers, while helping build capacity for teacher leadership.</p> <p>The Instructional Coach serves as a support for beginning and permanent substitute teachers.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



<p style="text-align: center;"><b>5</b></p>	<p>FBLGMS will conduct performance observations for annual staff evaluations to improve services delivered to students and employees.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p>	<p>Administrators</p> <p>Staff</p>	<p>Photocopy Machine</p> <p>Paper</p>	<p>Performance Evaluation Rating</p>	<p>SY2014-24</p>	<p>Staff continues to be evaluated using the approved evaluation tool.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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<p>6</p>	<p>FBLGMS certified personnel continue to meet all certification requirements.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p>	<p>Administrators  Faculty/Staff</p>	<p>Data provided by Personnel Services</p> <p>Documents pertaining to Professional Development hours completed, compiled, and accessible to all teachers via Google Docs</p>	<p>Updated Teaching Certification On-File</p>	<p>SY2014-24</p>	<p>Opportunities to earn professional development hours and graduate credits through courses developed by FBLGMS faculty (through University of Guam) are highly supported and encouraged.</p> <p>FBLGMS continues to work closely with the Division of Personnel Services to recruit certified teachers and inform faculty of opportunities for recertification credits or service hours.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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7	FBLGMS will conduct training on writing and developing SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) Goals.	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	Administrators	Team Teachers	Team SMART Goals (Academic/Behavioral)	SY2014-24	<p>School administration facilitates writing SMART Goals training at the beginning of the school year.</p> <p>Each content area and interdisciplinary team collaborates to develop academic and behavioral SMART Goals.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
8	FBLGMS will provide training opportunities in technology.	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p>	Administrators	<p>FSAIS (Financial Student and Administrative Information Systems)</p> <p>Professional Development</p> <p>Attendance Sheets</p> <p>Supplemental Material</p>	Exit Evaluation	SY2014-24	<p>School administrators and personnel assist in technological training, as need arises.</p> <p>A <i>Technology Committee</i> needs to be formed to provide additional and specific technological training.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

**C. Home-School Connection**

<p><b>1</b></p>	<p>FBLGMS will develop and disseminate Student Handbook that outlines student academic/behavioral expectations.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>GDOE District Office</p> <p>Administrators</p> <p>Leadership Team</p>	<p>Teacher/Staff Input</p> <p>Guam Board of Education Policies</p>	<p>Student Planners</p> <p>Teacher-made Planners</p>	<p>SY2014-24</p>	<p>Due to financial constraints, Student Planners inclusive of the Student Handbook, provided by the district have been halted. Instead, school-made Student Handbooks have been distributed in the beginning instead.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
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<p style="text-align: center;"><b>2</b></p>	<p>FBLGMS will regularly communicate through phone calls and emails, and encourage parent portal access to PowerSchool to inform families of their child’s academic progress across the disciplines to include, but not limited to, social behaviors and performance level expectations.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#4 Community Supplemental Resources</p>	<p>Administrators</p> <p>Faculty</p>	<p>Parent Portal Access to PowerSchool</p>	<p>Daily monitoring of students</p> <p>Teacher/ Parent Input /Feedback</p> <p>Monthly Newsletters</p> <p>Log Sheets</p>	<p>SY2014-24</p>	<p>Teachers utilize teacher-made, weekly Student Planner sheets or notebooks to help communicate with parents and to encourage students to track their effort and work habits.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p>FBLGMS will prepare and distribute the Student Handbook at the beginning of the school year.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Leadership Team</p>	<p>Teacher/Staff Input</p>	<p>Student Handbook (with Parent/ Guardian Signatures)</p>	<p>SY2014-24</p>	<p>Each year, every student receives a Student Handbook prepared and provided by the school.</p>

<p style="text-align: center;"><b>4</b></p>	<p>FBLGMS will establish criteria and implement student academic/social awards in LARM, and all other content areas, to recognize student achievement.</p>	<p><i>High Level Thinkers</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Teacher/Staff Input</p> <p>Photocopy Paper</p> <p>Certificates</p>	<p><i>Excellence in Learning</i> Criteria for Academic/Social Awards</p> <p>Awards Ceremony</p>	<p>SY2016-24</p>	<p>Interdisciplinary teams continue to recognize student achievements within their quad assemblies.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p style="text-align: center;"><b>5</b></p>	<p>FBLGMS will have team-sponsored, monthly Parent-Teacher Organization meetings that recognize student achievement (social/academic) in LARM and all other content areas.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p> <p>Parents</p>	<p>Meeting Agenda</p> <p>Student Listing</p> <p>Certificates</p> <p>Teacher/Staff Input</p> <p>Photocopy Paper</p>	<p>Sponsorship of PTO Meetings</p> <p>Photos on Livebinders (virtual online binder)</p> <p>Google Sites</p> <p>School Newsletters</p> <p>Sign-In Sheets (Attendance Logs)</p>	<p>SY2014-24</p>	<p>Teams recognize student achievement during PTO meetings.</p> <p>Monthly PTO Meetings will continue to be held as officers are installed.</p>

<p><b>6</b></p>	<p>FBLGMS will organize 1<sup>st</sup> and 3<sup>rd</sup> quarter Parent-Teacher Conferences to allow discussions regarding student academic progress in LARM and all other content areas.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p>	<p>Parent Sign-in Sheets</p> <p>Parent and Student Perception Surveys</p>	<p>SY2014-24</p>	<p>Parent-Teacher Conferences are held throughout the duration of this plan.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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7	FBLGMS faculty will continue to administer and analyze Parent and Student Perception Surveys that provide data on the overall classroom instructional practices.	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Teachers</p>	<p>Photocopy Machine</p> <p>Laptop</p> <p>Paper</p>	<p>Data Results of Perception Surveys</p>	<p>SY2014-24</p>	<p>• Ongoing</p>
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8	FBLGMS has working rapport with the Parent Outreach Coordinator to continue working towards student success.	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty/Staff</p> <p>Parent Outreach Coordinator</p>	<p>Photocopy Machine</p> <p>Laptop</p> <p>Paper</p>	<p>Meeting Logs</p> <p>Attendance Log</p> <p>Student Academic Behavior Monitoring Sheets</p>	SY2014-24	• Ongoing
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<p><b>9</b></p>	<p>FBLGMS will disseminate Mid-Quarter Progress and Quarterly Report Cards to provide parents information on their child's academic and behavioral progress, including intervention/remediation efforts.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Themselves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Photocopy Paper</p> <p>Photocopy Machine</p> <p>Access to PowerSchool</p>	<p>Percentage of signed Mid-Quarter Progress and Quarterly Report Cards by parents</p>	<p>SY2014-24</p>	<p>Mid-Quarter Progress and Quarterly Report Cards are disseminated throughout the duration of this plan.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<p><b>10</b></p>	<p>FBLGMS will recognize student achievement by establishing criteria for student academic/social awards in LARM and all other content areas.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Teacher/Staff Input</p> <p>Photocopy Paper</p> <p>Awards (e.g. certificates, medals, trophies, etc.)</p>	<p>Criteria for Academic/Social Awards</p>	<p>SY2016-24</p>	<p>Interdisciplinary teams continue to recognize students' achievements within their quad assemblies.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p><b>11</b></p>	<p>FBLGMS will provide training and access to PowerSchool for parents to monitor their child's academic and behavioral progress.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p>	<p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>PowerSchool Access (on cellphones)</p>	<p>PowerSchool Net Access Summary</p>	<p>SY2014-24</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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<b>PROBLEM STATEMENT</b>	Beginning SY2014-15 to SY2016-17, an average rate of <b>89.2% of the student population</b> attended school daily. Therefore, there is a need to increase this percentage every school year.
<b>DISTRICT GOAL</b>	<b>District Goal 4</b> <i>All members of the Guam Department of Education community will establish and sustain a safe, positive and supportive environment.</i> All middle schools will reach <b>“Satisfactory” performance (90% or more) of its students attending school on a daily basis.</b>
<b>SCHOOL GOAL</b>	<b>Each school year, the school will regularly review the effectiveness of its current school PBIS/discipline and behavior management system (including consequences, supervision, support, and resources) to ensure a safe learning environment for all students, making adjustments to the plan as appropriate. (CAF#5)</b>
<b>MEASURABLE OBJECTIVES</b>	<i>For SY2016-17 until SY2024-25, FBLG Middle School’s Average Student Daily Attendance rate will be <b>greater than 90%</b>.</i>

## II. STUDENT ATTENDANCE

ACTION STEPS	School wide Learner Outcomes	Critical Area(s) for Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
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### A. Student Attendance Rate

<p><b>1</b></p>	<p>FBLGMS will enforce a school-wide attendance policy that is aligned with Guam Law and Board Policy 411 to increase the attendance rate or decrease absences of students.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Leadership Team</p> <p>Truancy Officer</p>	<p>Annual Attendance Data</p> <p>Photocopy Paper</p> <p>Office Truancy Referral Form (OTRF) per Teacher</p> <p>Letter for Students that exceeded 6 Parent Notes/Tardy Notes</p>	<p>Attendance Rate</p> <p>Student Referrals</p>	<p>SY2014-24</p>	<p>Attendance Policy (3-6-9-12) is aligned with Guam Law and Board Policy to increase the attendance rate or decrease absences of students.</p> <p>The school will update attendance policy (technical absence – student may miss 50% of one class period, but does not affect truancy).</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>2</b></p>	<p>FBLGMS will recognize students who achieved perfect attendance quarterly and at the end of the year.</p>	<p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p> <p>Counselors</p>	<p>Teacher/Staff Input</p> <p>Photocopy Paper</p> <p>PowerSchool Data</p>	<p>Awards Ceremony</p> <p>Quarterly student recognition during team assemblies</p>	<p>SY2016-24</p>	<p>Recognition of students' perfect attendance.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>B. Personnel Quality and Accountability</b></p>								

<p><b>1</b></p>	<p>FBLGMS will provide faculty and staff training to focus on the district's attendance policy.</p>	<p><i>Accomplished Communicators</i>  <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA  #2 High-Impact Instructional Strategies  #3 Collaboration /Shared Decision Making  #5 PBIS/ Behavior Management System</p>	<p>Administrators Leadership Team Attendance Officer</p>	<p>Annual Attendance Data Photocopy Paper Multimedia Projector Office Truancy Referral Form (OTRF)</p>	<p>Attendance Rate  Student Referrals</p>	<p>SY2014-24</p>	<p>Training is provided to faculty/staff regarding the district's attendance policy.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>2</b></p>	<p>FBLGMS will recognize faculty and staff for perfect attendance at the end of the year.</p>	<p><i>Accomplished Communicators</i>  <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA  #3 Collaboration /Shared Decision Making  #4 Community Supplemental Resources</p>	<p>Administrators Leadership Team</p>	<p>Teacher/Staff Input  Photocopy Paper</p>	<p>Employee Attendance Record</p>	<p>SY2016-24</p>	<p>Recognition of employees' perfect attendance has been implemented, beginning 2016, and will continue throughout the duration of this plan.</p> <p>Teachers who attend off-campus district initiative training are still eligible for the recognition.</p>
<p><b>C. Home-School Connection</b></p>								

<p><b>1</b></p>	<p>FBLGMS will enforce and disseminate Student Handbooks that outline the school's attendance policy.</p>	<p><i>Accomplished Communicators</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators  Leadership Team</p>	<p>Teacher/Staff Input  Paper  Photocopy Machine</p>	<p>Student Handbooks  Training Schedule  Intervention List  Faculty/ Staff Handbook</p>	<p>SY2014-24</p>	<p>Student Planners are disseminated each year throughout the duration of this plan, provided that funding is available.</p> <p>Due to financial constraints, Student Planners provided by the district have been halted and will be reinstated upon availability of funds. School-made Student Handbooks, which outline the school's policy, have been distributed instead.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>2</b></p>	<p>FBLGMS will create intervention plans, including consequences to address truancy issues (tardiness). The school will review and provide training to faculty/staff.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators  Leadership Teams</p>	<p>Teacher/Staff Input  Paper  Photocopy Machine  Online Resources</p>	<p>Student Planners  Student Handbooks  Training Schedule  Intervention List  Faculty/ Staff Handbook</p>	<p>SY2018-24</p>	<p>In SY2019-20, leadership teams will draft schoolwide intervention plans that address consequences for specific truancy issues.</p>

<b>PROBLEM STATEMENT</b>	During SY2016-17, FBLG Middle School's duplicated discipline rate was <b>148.73% of occurrences</b> . The unduplicated discipline rate was <b>38.15%</b>
<b>DISTRICT GOAL</b>	<b>District Goal 4</b> <i>All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.</i> All Middle schools will meet or exceed " <b>Satisfactory</b> " performance level <b>15% or less in its discipline rate, beginning School Year 2014-2015 until School Year 2024-2025.</b>
<b>SCHOOL GOAL</b>	<b>Each school year, the school will regularly review the effectiveness of its current school PBIS/discipline and behavior management system (including consequences, supervision, support, and resources) to ensure a safe learning environment for all students, making adjustments to the plan as appropriate. (CAF#5)</b>
<b>MEASURABLE OBJECTIVES</b>	<i>During SY2016-17 until SY2024-25, FBLG Middle School will <b>decrease</b> its annual <b>Student Discipline Rate</b> to meet "<b>Satisfactory</b>" performance level of <b>15% or less.</b></i>

### III. STUDENT DISCIPLINE

ACTION STEPS	School wide Learner Outcomes	Critical Area(s) for Focus Addressed	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EVALUATION	TIMELINE	STATUS
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#### A. Student Discipline Rate

<b>1</b>	FBLGMS will enforce the school discipline policy's established rules and regulations aligned with Guam Law and Board Policy 400 to decrease the student discipline referral rate.	<i>Accomplished Communicators</i>  <i>Knowledgeable About Selves, Physically and Emotionally</i>	#4 Community Supplemental Resources  #5 PBIS/ Behavior Management System	Administrators  Teachers/Staff	Annual Discipline Data  Photocopy Paper	Discipline Rate Data  Student Referrals  Student Handbook	SY2014-24	School rules and regulations are in place, aligned with Guam Law and Board Policy to decrease the discipline referral rate and will continue to be implemented throughout the duration of this plan.  • Ongoing
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<p style="text-align: center;"><b>2</b></p>	<p>FBLGMS will implement a Character-Based Education program using Activities that Build Character (A-B-C Lessons), incorporating the district's Character Education program standards.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>Faculty / Staff</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p> <p>A-B-C Lesson Plans (hard copy and on LiveBinders)</p> <p><i>Character Monthly Newsletters</i></p> <p>Google Sites</p> <p>District Character Education Program Standards</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p> <p>Student Work Samples on LiveBinders</p> <p><i>High Five Tallies</i></p> <p>Incentives (Dress Down Tickets, Tarza Waterpark Field Trips)</p>	<p>SY2014-24</p>	<p>Team Time period is used to implement Character Education throughout the duration of this plan.</p> <p>A-B-C (Activities that Build Character) Lessons, and other materials that target prevalent behavioral issues, are provided to all teachers.</p> <p>Monthly quad assemblies are held to discuss behavioral progress of the teams, including student recognition for positive reinforcements.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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3	FBLGMS will utilize an evaluation system to monitor and assess student progress in Character Education.	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>Faculty</p>	<p>Character Education Rubric</p> <p>Character Education Standards</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p>	SY2016-24	The school will develop and provide a rubric for monitoring and evaluating student progress in student achievement of the SLOs. Each teacher for all their students to be reported quarterly.
4	FBLGMS will integrate the “Play By the Rules” curriculum into the 7 <sup>th</sup> Grade social studies curriculum. Teachers may use this curriculum to supplement Team Time lessons.	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>7<sup>th</sup> Grade Social Studies Teachers</p> <p>School Climate Cadre</p> <p>Team Time Teachers</p>	<p>“Play By the Rules” workbooks</p> <p>Photocopy Paper</p>	<p>Student Perception Surveys</p> <p>Pretest and Posttest Results</p>	SY2016-24	<p>The school’s 7<sup>th</sup> grade Social Studies teachers will continue to utilize the “Play By the Rules” Program information and utilize existing materials in their classes. Other teachers can opt to use material to supplement Team Time lessons.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

5	<p>FBLGMS will develop and implement Behavioral SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) Goals in every content and interdisciplinary team that focus on decreasing the school's discipline referral rate.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p> <p>Behavioral SMART Goal (Content/Interdisciplinary Team)</p>	<p>SY2014-24</p>	<p>Teams continue to revise behavioral SMART Goals throughout the year, based upon their students' immediate needs.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
6	<p>FBLGMS will implement Positive Behavioral Intervention and Supports (PBIS) framework initiatives schoolwide.</p>	<p><i>High Level Thinkers</i></p> <p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p> <p><i>Study Skills Masters</i></p>	<p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>School Climate Cadre</p> <p>School Level Facilitator (SLF)</p> <p>Faculty/Staff District Level Coordinator</p>	<p>Annual Discipline Data</p> <p>Photocopy Paper</p> <p>District Level Coordinators' Feedback (Mr. Frank Limtiaco/Ms. Connie Santiago)</p> <p>Meeting Time and Place</p>	<p>Discipline Rate Data</p> <p>Student Referrals</p> <p>Team Behavioral SMART Goals</p>	<p>SY2014-24</p>	<p>School Climate Cadre (SCC) continues to analyze discipline data and supports Team Time implementation by providing activities that address behavioral issues, with assistance from GDOE PBIS Coaches.</p> <p>Teams continue to teach Character Education standards, SLOs and behavior expectations.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

**B. Personnel Quality & Accountability**

<p><b>1</b></p>	<p>FBLGMS will provide faculty and staff training regarding the school wide discipline policy.</p>	<p><i>Accomplished Communicators</i>  <i>Worthwhile Contributors</i></p>	<p>#1 Differentiated /Personalized CIA  #3 Collaboration /Shared Decision Making  #5 PBIS/ Behavior Management System</p>	<p>Administrators  Leadership Team</p>	<p>Annual Attendance Data Photocopy Paper Multimedia Projector Office Discipline Report (ODR)</p>	<p>Discipline Rate Data  Student Referrals</p>	<p>SY2014-24</p>	<p>Training is provided to faculty/staff regarding school-wide discipline policy.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>2</b></p>	<p>FBLGMS School Climate Cadre (SCC) will conduct walk-throughs (Learning Snapshots) and observe implementation of A-B-C lessons, School Mission, SLOs, and Five Expectations during Team Time activities.</p>	<p><i>High Level Thinkers</i>  <i>Accomplished Communicators</i>  <i>Worthwhile Contributors</i>  <i>Knowledgeable About Selves, Physically and Emotionally</i>  <i>Study Skills Masters</i></p>	<p>#1 Differentiated /Personalized CIA  #3 Collaboration /Shared Decision Making  #5 PBIS/ Behavior Management System</p>	<p>Administrators  School Climate Cadre  School Level Facilitator (SLF)  Faculty/Staff</p>	<p>Annual Discipline Data  Photocopy Paper  Meeting Time and Place  A-B-C Lesson Plans</p>	<p>Discipline Rate Data  Implementation Data  Team Behavioral SMART Goals</p>	<p>SY2016-24</p>	<p>SCC visits Team Time periods and provides support to teachers and students.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

**C. Home-School Connection**

<p><b>1</b></p>	<p>FBLGMS will develop and disseminate Student Handbook that outlines student behavioral expectations.</p>	<p><i>Accomplished Communicator</i>s</p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Leadership Team</p>	<p>Teachers/Staff Input</p>	<p>Student Handbook</p>	<p>SY2014-24</p>	<p>Student planners are disseminated throughout the duration of this plan, provided that funding is available.</p> <p>Due to financial constraints, Student Planners provided by the district have been halted and will be reinstated upon availability of funds. School-made Student Handbooks, which outline the school-wide behavioral expectations, have been distributed instead.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>2</b></p>	<p>FBLGMS will establish criteria/rubric for Character Education awards and recognize students during monthly grade level or team assemblies (<i>Character Champs</i>).</p>	<p><i>Accomplished Communicator</i>s</p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p> <p>Tangible Incentives</p>	<p>Criteria for Academic/ Social Awards</p>	<p>SY2014-24</p>	<p>School Climate Cadre (SCC) will provide continues to develop criteria/rubric for Character Education awards.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<p><b>3</b></p>	<p>FBLGMS will recognize students who achieved Most Improved within interdisciplinary teams.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Interdisciplinary Team Teachers</p> <p>Counselors</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p>	<p>Criteria for Most Improved Awards by Teams</p>	<p>SY2016-24</p>	<p>Students will receive Most Improved Awards from team teachers throughout the duration of this plan.</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<p><b>4</b></p>	<p>FBLGMS will recognize students monthly for their demonstration of positive behaviors (<i>Character Champs</i> and <i>High-Five Tickets</i>).</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Faculty</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input</p> <p>Photocopy Paper</p>	<p>Monthly “<i>Character Champs</i>” Awards and <i>High-Five Tickets/Raffles</i></p>	<p>SY2014-24</p>	<p>The SCC will revisit current formats for presenting PBIS data/results and positive behavior incentives (e.g., team assemblies).</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

<p><b>5</b></p>	<p>FBLGMS will recognize students by interdisciplinary teams, based on the least discipline referrals received each month.</p>	<p><i>Accomplished Communicators</i></p> <p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#1 Differentiated /Personalized CIA</p> <p>#2 High-Impact Instructional Strategies</p> <p>#3 Collaboration /Shared Decision Making</p> <p>#4 Community Supplemental Resources</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Teachers</p> <p>School Climate Cadre</p>	<p>Teachers/Staff Input Photocopy Paper Multimedia/PA System Student Discipline Referral Rates</p>	<p>Monthly PBIS Assemblies Recognizing Teams</p>	<p>SY2014-24</p>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
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<b>PROBLEM STATEMENT</b>	During SY2014-15, an average of <b>11.48% of the employees of FBLG Middle School</b> did not report to work daily. Therefore, there is a need to decrease this percentage every school year. The percentage of <b>90% or higher</b> attendance rate will be monitored until SY2024-25. <i>**Will begin to compile school-based data starting SY2018-19 with Administrative Officer</i>						
<b>DISTRICT GOAL</b>	<b>District Goal 5</b> All GDOE operation activities will maximize the critical uses of limited resources and meet high standards of accountability. All middle schools will reach “Satisfactory” performance (90% or more) of its employees reporting to work on a daily basis.						
<b>SCHOOL GOALS</b>	Each year, the school leadership, faculty, and staff strategize to sustain the culture of collaboration, communication, and shared decision-making between administration, faculty, and staff. (CAF#3) The Administration will work with the GDOE, Mayor, parents/community, military and others to secure supplemental resources to address immediate and long-term instructional, non-instructional and facility needs. (CAF#4)						
<b>MEASURABLE OBJECTIVES</b>	For SY2014-15 until SY2024-25, FBLG Middle School’s average employee daily attendance rate will be <b>greater than 90%</b> .						
<b>IV. SCHOOL CULTURE AND ENVIRONMENT</b>							
<b>ACTION STEPS</b>	<b>Schoolwide Learner Outcomes</b>	<b>Critical Area(s) for Focus Addressed</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES NEEDED</b>	<b>EVALUATION</b>	<b>TIMELINE</b>	<b>STATUS</b>
<b>A. Employee Attendance Rate</b>							



1	FBLGMS will develop and implement an Employee Recognition Program that focuses on employee attendance.	<i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#3 Collaboration /Shared Decision Making  #5 PBIS/ Behavior Management System	Administrators  Leadership Team  Faculty and Staff	Photocopy Paper  Multimedia Projector  Employee Attendance Sheets	Employees with Perfect Attendance for the entire School Year	SY2016-24	A committee (ALT and Administrator) has recently been formed to collaborate and develop the Employee Recognition Program Guide, which includes employee attendance.  <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
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**B. Personnel Quality and Accountability**

1	FBLGMS will conduct annual staff evaluations to improve services delivered to students and employees.	<i>High Level Thinkers</i> <i>Accomplished Communicators</i> <i>Worthwhile Contributors</i> <i>Knowledgeable About Selves, Physically and Emotionally</i>	#3 Collaboration /Shared Decision Making  #4 Community Supplemental Resources  #5 PBIS/ Behavior Management System	Administrators	Photocopy Machine  Paper	Performance Evaluation Rating	SY2014-24	Administrators will provide immediate feedback to the staff after evaluation is conducted.  <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
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<p><b>2</b></p>	<p>FBLGMS will implement the Employee Recognition Program that focuses on employee community involvement and performance.</p>	<p><i>Worthwhile Contributors</i></p> <p><i>Knowledgeable About Selves, Physically and Emotionally</i></p>	<p>#3 Collaboration /Shared Decision Making</p> <p>#5 PBIS/ Behavior Management System</p>	<p>Administrators</p> <p>Accreditation Leadership Team</p> <p>Faculty and Staff</p>	<p>Certificates of Recognition</p>	<p>Awards Presentation</p> <p>Criteria for Employee Recognition Program</p>	<p>SY2016-24</p>	<p>A committee (ALT and Administrator) has recently been formed to collaborate and develop the Employee Recognition Program Guide, which will include employee attendance component.</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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