



School LEA: 7207069

School Name: SONORA MIDDLE SCHOOL

Submitter Information

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Date of application: 1/27/2015

District Information

District LEA: 7207000
District Name: SPRINGDALE SCHOOL DISTRICT
Superintendent Name: JIMMY ROLLINS
Superintendent Email: jrollins@sdale.org

General Questions

School's Most Recent Accountability Status: Achieving
Special Accountability Status: N/A
Is this a brand new LEA? No
Is this an ALE School? No

Vision and Mission



Opportunity:

Sonora Middle School's student body of eight hundred-fifteen students represent a diverse range of backgrounds and experiences. Currently, eighty-one percent of students qualify for free/reduced priced lunch and fifty-one percent of our students have been identified as limited English speaking students. Sonora Middle School's growing population includes students from the Marshall Islands, which make up twenty percent of our student population and students from North/Central America (Hispanic) which represent sixty percent of the population. According to the nationally-normed assessment measures of Academic Progress or MAP, thirty-one percent of our students are at or above grade level in literacy or math. This means sixty-nine percent of our students need more than a year's growth in a year's time. We must maximize instructional time to increase student learning.

Guiding Question: How can Sonora Middle School educational leaders better support more than one year of student growth in one year's time?

Vision: The vision of Sonora Middle School is to create readers, writers, mathematicians, scientists, historians, artists, musicians, and athletes by meeting individual needs through interest/talent development, enrichment opportunities, and career readiness. Twenty-first century learning strategies including use of technology, open-ended project based opportunities, student voice/choice, and collaborative learning will support an atmosphere to foster individual student growth.

Mission: The mission of Sonora Middle School is to maximize instruction time to ensure that students make 1+ year of academic growth for 1 years' time.

In order to fulfill the vision (transformation of current model):

- Technology, problem-based integrated learning, and performance assessment will be an integral part of planning for engagement.
- High standards will be provided through alignment with common core, standards based instruction, informative and formative assessment, and instructional resources.
- Students will have opportunities to build rapport with adults through integrated (literacy/social studies and math/science) classes, that allow time for cognitive guided instruction, gradual release, and problem based learning.
- Partnerships will be formed and sustained for developing youth assets, lowering youth/adult ratios, providing safety nets, and providing career connections.
- Staff members, as lifelong learners, will participate in professional learning opportunities through data team meetings, job embedded coaching, whole group, small group, and individual reflection, peer learning, institutes, local/state/national conferences, and achievement meetings.
- Opportunities will be provided for parents and guardians to become active and supportive stakeholders in their students' education.
- Students will be provided an environment with career pathways in Arts/Communication, Engineering, Health Science, and Community Outreach.

District/College and Career Connection: The goals will support students with college and career readiness by provide authentic real world opportunities for application. Students will experience a variety of pathways that support integration of content into specific career choice. By providing students with one or more year's growth for one years' time, student will be prepared for the rigorous standards that need to be met for college entry.



Goals and Performance Targets

Goal	Goal Description	Goal Assessment
1	<p>Goal 1 – A school-wide professional development plan will be implemented consisting of professional learning communities, demonstration classrooms and data team meetings to create a culture of collaboration, professional learning, and increased student achievement.</p> <p>Teacher’s knowledge of conceptual pedagogy and use of integrated conceptual based strategies will increase. These approaches to instruction will build students’ critical thinking skills and independence.</p> <p>Performance Target 1 – Sonora Middle School teachers will grow ten percent annually in use of integrated conceptual based strategies for instruction in mathematics, literacy and science. Sonora Middle School teachers will grow ten percent annually in knowledge of conceptual pedagogy in order to build critical thinking skills and student independence.</p>	<p>Tool: Instructional walk data will be collected with a particular focus on domain two – Focus on Instruction and domain three – Focus on the Learner and will be monitored for growth three times per year.</p> <p>Monitored: Fall (baseline data), Winter, Spring</p>
2	<p>Goal 2 - Increase student achievement in mathematics and literacy with a focus on students meeting or exceeding personal growth goals.</p> <p>Performance Target 2 - Ninety percent of students will grow to exceed one year for one years’ time as measured by the literacy and math MAP assessment.</p>	<p>Tool: NWEA Measures of Academic Progress will be reserved as a tool for measuring growth</p> <p>Monitored: Fall, Winter, Spring</p> <p>Data collection Fall to Spring; Spring to Spring will also be monitored for data collection of students understanding/internalizing the content (no loss over summer).</p>



Goal	Goal Description	Goal Assessment
3	<p>Goal 3: Teacher's knowledge of conceptual pedagogy and use of integrated conceptual based strategies will increase for instruction in mathematics, literacy, and science. These approaches to instruction will build students' critical thinking skills and independence.</p> <p>Culturally proficient staff, students, and community members will bridge the achievement gap through equitable experiences that accelerate growth and learning.</p> <p>Performance Target 3: Increase the percentage of students meeting grade level standards in mathematics, literacy and science by two percent annually (as determined as acceptable growth from baseline data 2015). The achievement gap (where it exists) will close by two percent annually (as determined as acceptable from baseline data 2015).</p>	<p>Tool: PARCC Assessment/State Assessment</p> <p>Monitored: Spring</p>
4	<p>Goal 4: Using a backward planning model, teachers will develop an integrated curriculum (math/science and literacy/social studies) that align with the Common Core State Standards. They will research to find the most appropriate instructional resources and instructional strategies. Standards based reporting will be used to communicate student growth and proficiency in all subject areas.</p> <p>Performance Target 4: Student proficiency toward standards will show an increase of one percent of students gaining proficiency every nine weeks, which will result in gain of two percent proficiency per year.</p>	<p>Tool: Progress monitoring through teacher created rubrics/district created rubrics (mathematics and writing)</p> <p>Monitored: Every nine weeks</p>



Goal	Goal Description	Goal Assessment
5	<p>Goal 5: Cultural proficiency and school-wide routines and rituals become the focus to engage students, staff, and families in a combined effort to create an environment in which all students are engaged and learning is accelerated.</p> <p>Performance Target 5: Decrease student chronic behavior (four or more referrals) and chronic absenteeism (fourteen absences or more) by two percent annually (determined from baseline data) due to an increase student and family engagement, to maximize instructional time and support an excess of one years growth for one years' time.</p>	<p>Tool: Eschool (discipline and attendance data)</p> <p>Monitored: Each nine weeks by counselors and Positive Behavior Support Team</p>



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
D/S/P 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.	4	<p>Students will need to have flexible hours depending on project. With the use of technology, hours in a day may be fulfilled through online opportunities, expeditions such as field trips, and extended time/modified time based on need.</p> <p>Students may be engaged in expeditions that require flexible time to meet the needs of students. This would not occur on a regular basis and would not apply to all students.</p>
D/P 15.04 There is a written professional development policy consistent with the academic needs of students.	1	Sonora Middle School will follow state professional development guidelines, but requests a waiver to ensure that all professional learning in job embedded and builds capacity. This will require flexibility, so that teachers are not pulled from the classroom during instructional time.
S/P IV 9.03.2 Time is scheduled for instruction in the core curriculum; physical activity, visual art, music (grades 5-6)	4	Offering integrated units of study, physical education, art, and music may be part of the project based learning process. During these teaching/learning times, collaboration will be used vs. classes in isolation for the purposes for real world application and alignment.
S/P IV 9.03.2.8 Health and Safety Education and Physical Education S/P 9.03.3 (grades 5-8)	2	Sonora Middle School request flexibility in the distribution throughout the instructional day of time requirements for all curricular areas to better serve the students through an integrated approach and with focused alignment to student growth goals.
10.02.04 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom. 10.02.5 - In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.	5	Sonora requests the flexibility in student-to-teacher ratios to better serve students in a conceptual based/project based atmosphere by allowing the school to extend class sizes by two students if a student has specific language learning needs that could be best met through a particular teacher



Code section, Rule, or Local Policy	Goal	Rationale
D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.	3	Sonora Middle School requests flexibility in the application of curriculum frameworks, instructional practices, and GT program/standards to support the design and instruction of innovative, integrated, concept and inquiry-based curriculum units providing aligned educational services to our students.
16.02.3 - The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.	1	Sonora Middle School requests flexibility in the utilization of the library/media specialist to ensure that critical 21st learning skills are being taught and instruction is embedded into student's current learning through a co-teaching model and/or direct instruction where appropriate.



Documentation Checklist

Submission Status	Document Category
Submitted	Stakeholder Engagement
Submitted	Shared Leadership
Submitted	Election Results
Submitted	Professional Development Scope
Submitted	Budget
Submitted	References
Submitted	Approved School Board Resolution
Submitted	Statement of Assurances