



Hawaii Department of Education: 2020 Academic Plan School Year: 2020-2021

School Name: Sanford B. Dole Middle School

Farrington, Kaiser, Kalani Complex Area

Submitted By: Mavis Tasaka, Principal *M. Tasaka 6/5/20*

Rochelle Mahoe, Complex Area Superintendent
R. Mahoe 6/5/20

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE Learning Organization

Teaching and Learning Core:

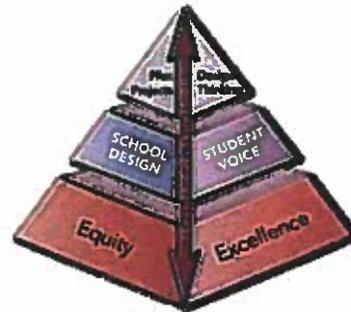
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:

To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.



The 3-Year Academic Plan is structured by the HDOE Learning Organization, and is founded on the Teaching & Learning Core (page 2).

The 3-Year Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change (SW1)	Key Strategies to Address and Promote Change
<p>Academic Progress - Although assessment results have displayed an overall increase over the last 3 years, scores display a drop of 4% in SBA Math, SBA Reading and HSA Science from SY 17/18 to SY 18/19.</p>	<p>Curriculum, Instruction & Assessment (CIA)</p> <ol style="list-style-type: none"> 1. Pacing Guide Development 2. 3 Instructional Strategies: 1) Close Reading, 2) Student Self Assessment & 3) Higher Order Thinking Skills (HOTS) 3. Visible Learning: Learning Intentions & Success Criteria, Teacher Clarity with instruction <p>Professional Learning Communities: Professional Development & Teacher Collaboration</p> <ol style="list-style-type: none"> 1. Teacher Collaboration & Alignment: Department & Team Meetings 2. Professional Development: Department Directed & 21 Hour PD
<p>English Language Learners (ELL) - Current ELL student population displays minimal gains in academic growth and proficiency. Inclusive practice, modifications & differentiation continues to be a struggle when supporting ELL student academic needs. Behavior, parental collaboration/communication, acculturation, high free & reduce population, and academic foundational skills increase at-risk factors.</p> <ul style="list-style-type: none"> • 6% of ELL Learners are on-track to English Language Proficiency • ELL Population - 31.58% (231 students) • SY 18/19 <ul style="list-style-type: none"> ○ SBA Math Proficient - 1.12 % ○ SBA Reading Proficient - 2.56% ○ HSA Science Proficient - 13% 	<p>Academics</p> <ol style="list-style-type: none"> 1. Response to Intervention (RTI A) <p>Culture (of learning)</p> <ol style="list-style-type: none"> 1. ELL Focused Grade Level Teams: Emphasis on small learning communities: classroom/team/newcomer program/after school class). 2. SEL/Advisory Community Building: Culture building activities with students, faculty and community. 3. Teacher Collaboration of ELL Resources & Materials: Sharing of ways to incorporate students' native language (NEP students). <p>Communication</p> <ol style="list-style-type: none"> 1. Translated Materials & Apps (Technology): Create a system to communicate with staff students and parents. 2. Diversify personnel, volunteers and support staff/faculty reflective of our student cultural diversity. <p>Behavior</p> <ol style="list-style-type: none"> 1. Identification of culturally diverse tier 2 behavior supports systems and programs that meet the ELL population needs: Parental support, collaboration & meetings: Increase understanding school rules & expectations (e.g., tardies, chronic abs, retention, behavioral expectation in school...) 2. Transitional programming/class for newcomers to assist in the cultural, behavioral, social emotional and academic transitional supports.
<p>Special Education - Current SPED eligible student population displays minimal gains in academic growth and proficiency. Inclusive practice, modifications & differentiation continues to be a struggle when supporting student academic needs. Behavior, parental collaboration/communication, acculturation, high free & reduced population, and</p>	<p>Professional Development & Collaboration</p> <ol style="list-style-type: none"> 3. Inclusionary practices, collaboration & Differentiated Instructional Practices 4. Data collection & analysis 5. Identification of support Interventions & programs (e.g., Sonday, Touch Math, Khan Academy, iReady...) 6. IEP Development (e.g., Monitoring and tracking progress, data collection & analysis, writing of PWNs, ESY statements, and ESRs) <p>Curriculum, Instruction & Assessment (CIA)</p>

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<p>academic foundational skills increase at-risk factors.</p> <p>- SPED Population - 11.4% (81 students) - SY 18/19</p> <ul style="list-style-type: none"> ● SBA Math Proficient - 1.69 % ● SBA Reading Proficient - 0% ● HSA Science Proficient - 4.17% 	<ol style="list-style-type: none"> 1. Pacing Guide: Integration of inclusionary and instructional best practices included in all departmental pacing guides. 2. 3 Instructional Strategies: 1) Close Reading, 2) Student Self Assessment & 3) HOTS 3. IEP/504/Tiered Supports: Instructional strategies, accommodations & modifications provided for all students based on their IEP & 504 Plans and identified Tier 1-3 supports/interventions 4. Visible Learning: Learning Intentions & Success Criteria, Teacher Clarity with instruction
<p>(SW6) Trauma & Behavioral Challenged Environment SY 19/20 - Student At-Risk behavioral challenges fosters a strained climate/school culture: community & cultural challenges, lack of home contact information, low socioeconomics, homelessness, increase community crime (e.g, shooting deaths/suicides, threats to DMS school community), insubordination & disrespect, safety, personnel shortfalls and loss of learning due to the COVID -19 school closure. These challenges impacts the following: Chronic absentee, high failure/repeater rate, high # of behavioral incidences, school climate & safety concerns, destruction of facilities, ...</p>	<p><u>Middle Level Practice:</u> Process/Procedure/Monitoring: Continued analysis of proactive, preventative measures can support at lower intervention levels (MTSS). Creating a system of progress monitoring and collecting data of all programs to see its effectiveness. Collecting and analyzing data from students, faculty, teachers, and families. Areas of focus: Homeroom Advisories, Teaming, Inclusive Practice, Social Emotional Learning (SEL), Resilience, Self-Regulation Practices, MTSS Practices and Procedures</p> <p><u>Schoolwide Behavior Plan:</u> PD on the implementation of the <i>DMS Multi-Tiered System of Supports (MTSS) - Positive Behavioral Intervention Plan</i> with fidelity</p> <ol style="list-style-type: none"> 1. Revisit & revise Schoolwide Technology Plan: PD 2. Inappropriate use of and damage of technology (Chromebooks) by students 3. PD on how to develop procedures of proper use and distribution of tech equipment in the classroom 4. Use of technology monitoring systems: Go Guardian & JAMS <p><u>Bell Schedule Review:</u> Analysis of the impact on behavioral incidences based on the new bell schedule that was initiated in SY 18/19.</p> <p><u>PBIS Systems of Behavioral Support:</u> Monitoring of the GL Team Support & Improvement Plan to ensure positive behavioral changes in our school behavioral climate. Necessary positive behavioral components: 1) KID Talk, 2) Homeroom/Advisory, 3) SEL implementation, 4) HERO rewards system, 5) PBIS Activities, & 6) Team Improvement Plans</p> <p><u>Facilities/Infrastructural:</u> Strategic Installation of more security cameras on campus to monitor areas of high behavior incidents and develop strategies that promote positive interaction opportunities (e.g. minimize high number of student clusters, security supervision schedule)</p> <p><u>Professional development:</u> Building foundational knowledge to ensure a Multi-Tiered System of Support</p> <ol style="list-style-type: none"> 1. Trauma Informed Schools & Restorative Justice 2. Use and implementation of Behavioral Support Plans 3. Middle School Philosophy: Successful Schools for Young Adolescents - 4 Essential Attributes & 16 Characteristics within: 1) Curriculum, Instruction & Assessment; 2) Leadership & Organization; 3) Culture & Community
<p>(SW7) Stakeholder Involvement & Communication - Communication &</p>	<p><u>Communication</u> Home to School & School to Home: Creating a system to monitor the effectiveness of the school's communication processes will result in stronger overall communication. (e.g., email receipt tracking,</p>

<p>Collaboration : <i>Two Way Communication System</i></p>	<p>review of daily requirement to read email several times a day, re-training on how to access information to ensure everyone is aware of informational sources, Leadership Roles & Responsibilities in sharing/communicating vital information and bringing back input from groups, create a DAF link in DMS website for easier access for substitutes and all faculty...)</p> <ol style="list-style-type: none"> 1. Parent & Community Coordinator: Home & Community collaboration, connections and communication. Support Academic & Enrichment connections. <p>In School: Improvement of collaboration, two-way communication, & inclusive practices.</p> <ol style="list-style-type: none"> 1. School Personnel: Create a feedback loop to support school wide communication (e.g., Surveys, timely completion reminders for dept. & teams with feedback forms that provide opportunity for feedback to support SW communication & initiatives...). Ensure long term subs consistently attend meetings to receive most current communications/updates and provide clarity of schoolwide procedures (e.g., reminder to attend meetings, reinforce long term sub requirements...) 2. Students: 1) Link DAF to student portal (DMS Website) to provide student access; 2) DAF rebroadcast Kumu Aarons's SEL messages during Homeroom/Advisory; 3) Strengthen Homeroom/Advisory blocks with clear process, procedures & expectations. 3. Leadership Team: Improve Leadership Team Communication to all role groups (Departments, Teams, classified staff, causal personnel...) Retraining Leadership Team on Roles & Responsibilities and Expectations. <ul style="list-style-type: none"> ■ PD: Facilitation, Leadership, & Data Analysis Process Training
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A Foundation for Change

<p>(SW1) Evidence and Rationale for Change</p>	<p>Key Strategies to Address and Promote Change</p>
<p>Since the initiation of the three (3) year CSI status in School Year 17/18, Dole Middle School (DMS) has gone through a tremendous amount of changes in policies, procedures, initiatives, environmental changes, employee, and professional development. Despite the implementation of process, procedures, systems and environmental improvements, DMS's cultural changes and perceptions</p>	<p>Literacy/Academics - The staff at DMS need to implement systems and practices where all teachers understand they are teachers of reading and writing. And implement researched based instructional and assessment practices that will increase students literacy skills across all curricula/content areas.</p> <p>Curriculum, Instruction & Assessment (CIA)</p> <ol style="list-style-type: none"> a. Pacing Guide Development b. 3 Instructional Strategies: 1) Close Reading; 2) Student Self Assessment & 3) HOTS c. Visible Learning: Learning Intentions & Success Criteria, Teacher Clarity with instruction <ol style="list-style-type: none"> 2. Professional Learning Communities: Professional Development & Teacher Collaboration <ol style="list-style-type: none"> a. Teacher Collaboration & Alignment: Department & Team Meetings b. Professional Development: Department Directed & 21 Hour PD

continue to be a challenge. Resources are limited (time, talent, and opportunity) creating an additional strain on relationships to balance “needs” versus “wants”. Clarity with expectations and the time/cost to implement all of the expectations is a struggle for a school that has many challenges (social emotional, behavioral and academic). Continued feedback and collaboration takes time /opportunity in order to build a culture of inclusiveness and belonging. The SY 19/20 Root Cause Analysis of our *WASC 4 Critical Areas of Improvement* was analyzed through a collaborative process with the school's leadership team. The team worked with their respective role groups to allow for additional feedback in the CNA development process. Once initial analysis and draft of the CNA was completed, the draft was shared with all respective role groups for additional review and feedback in the finalization process.

English Language Learners

1. Academics

- a. Response to Intervention (RTI A)
- b. Integration of ELL strategies in all curriculum areas (GLAD, Migliacci PD, LISC...).
- c. Continued emphasis on 3 Instructional Strategies: Close Reading, Student Self-Assessment & HOTS
- d. Inclusive/Integrated accommodations & modification to meet second language learner needs: reading, writing, listening, speaking

2. Culture (of learning)

- a. ELL Focused Grade Level Teams: Emphasis on small learning communities: classroom/team/newcomer program/after school class).
- b. SEL/Advisory Community Building: Culture building activities with students, faculty and community.
- c. Teacher Collaboration of ELL Resources & Materials: sharing of ways to incorporate students' native language (NEP students).

3. Communication

- a. Translated Materials & Apps (Technology): Create a system to communicate with staff students and parents.
- b. Diversify personnel, volunteers and support staff/faculty reflective of our student cultural diversity.

4. Behavior

- a. Identification of culturally diverse tier 2 behavior supports systems and programs that meet the ELL population needs: Parental support, collaboration & meetings: Increase understanding school rules & expectations (e.g., tardies, chronic abs, retention, behavioral expectation in school...)
- b. Transitional programming/class for newcomers to assist in the cultural, behavioral, social emotional and academic transitional supports.

Special Education

1. Professional Development & Collaboration

- a. Inclusionary practices, collaboration & Differentiated Instructional practices
- b. Data collection & analysis
- c. Identification of support Interventions & programs (e.g., Sonday, Touch Math, Khan Academy, iReady...)
- d. IEP Development (e.g., Monitoring and tracking progress, data collection & analysis, writing of PWNs, ESY statements, and ESRs)

2. Curriculum, Instruction & Assessment (CIA)

	<ul style="list-style-type: none"> a. Pacing Guide: Integration of inclusionary and instructional best practices included in all departmental pacing guides. b. 3 Instructional Strategies: 1) Close Reading; 2) Student Self Assessment; & 3) HOT c. IEP/504/Tiered Supports: Instructional strategies, accommodations & modifications provided for all students based on their IEP & 504 Plans and identified Tier 1-3 supports/interventions d. Visible Learning: Learning Intentions & Success Criteria, Teacher Clarity with instruction <p>Trauma & Behavioral Challenged Environment: The staff at DMS need to refine and clarify systems and procedures, develop systems, procedures and practices designed to assist students understand behavioral expectations during school and while on campus that include enforceable consequences that are supported by the entire staff (classified, certificated and administration).</p> <ul style="list-style-type: none"> 1. Middle Level Practice - Homeroom Advisories, Teaming, Inclusive Practice, Social Emotional Learning (SEL), Resilience, Self-Regulation Practices <ul style="list-style-type: none"> a. Process/Procedure/Monitoring: Continued analysis of proactive, preventative measures can support at lower intervention levels (MTSS). Creating a system of progress monitoring and collecting data of all programs to see its effectiveness. Collecting and analyzing data from students, faculty, teachers, and families. 2. Schoolwide Behavior Plan: PD on the implementation of the <i>DMS Multi-Tiered System of Supports (MTSS) - Positive Behavioral Intervention Plan</i> with fidelity <ul style="list-style-type: none"> a. Revisit & revise Schoolwide Technology Plan: PD b. Inappropriate use of and damage of technology (Chromebooks) by students c. PD on how to develop procedures of proper use and distribution of tech equipment in the classroom d. Use of technology monitoring systems: Go Guardian & JAMS 3. Bell Schedule Review: <ul style="list-style-type: none"> a. Analyze the impact of the new bell schedule on behavior incidences. 4. PBIS Systems of Behavioral Support: Monitoring of the GL Team Support & Improvement Plan to ensure positive behavioral changes in our school behavioral climate: KID Tlak, Homeroom/Advisory, SEL implementation, HERO rewards system, PBIS Activities, Team Improvement Plans... 5. Facilities/Infrastructural: Strategic installation of more security cameras on campus to monitor high behavior incident areas and develop strategies that promote positive interaction opportunities (e.g. minimize high number of student clusters, security supervision schedule) 6. Professional development: <ul style="list-style-type: none"> a. Trauma informed schools and restorative justice b. Use and implementation of Behavioral Support Plans
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c. Middle School Philosophy

Stakeholder Involvement & Communication - A comprehensive and consistent communication system/process focused on the communicating policies, procedures, emergencies, and school events in a timely manner needs to be developed and utilized using available technologies that can reach all stakeholders. Our Goal is to foster two way communication & collaboration for all Stakeholder role groups.

1. **Home to School & School to Home (External Systems):**

- a. Creating a system to monitor the effectiveness of the school's communication processes will result in stronger overall communication. (e.g., email receipt tracking, review of daily requirement to read email several times a day, re-training on how to access information to ensure everyone is aware of informational sources, Leadership Roles & Responsibilities in sharing/communicating vital information and bringing back input from groups, create a DAF link in DMS website for easier access for substitutes and all faculty...)
- b. Parent & Community Coordinator: Home & Community collaboration, connections and communication. Support Academic & Enrichment connections.

2. **In School (internal Systems):**

- a. **School Personnel:** Create a feedback loop to support school wide communication (e.g., Surveys, timely completion reminders for dept. & teams with feedback forms that provide opportunity for feedback to support SW communication & initiatives...). Ensure long term subs consistently attend meetings to receive most current communications/updates and provide clarity of schoolwide procedures (e.g., reminder to attend meetings, reinforce long term sub requirements...)
- b. **Students:** 1) Link DAF to student portal (DMS Website) to provide student access. 2) DAF rebroadcast Kumu Aarons's SEL messages during Homeroom/Advisory, 3) Strengthen Homeroom/Advisory blocks with clear process, procedures & expectations
- c. **Leadership Team:** Improve Leadership Team Communication to all role groups (Departments, Teams, classified staff, causal personnel...) Retraining Leadership Team on Roles & Responsibilities and Expectations.
 - PD: Facilitation, Leadership, & Data Analysis Process Training

Culture - A more positive school culture needs to be developed through the building of relationships among students, between students, with staff, among staff and involving community members and other stakeholders that will build pride, respect and high expectations for learning and behavior at

	<p>school through defined processes, programs and procedures. Moreover, 43% of students retained in SY 18/19 were ELL indicating students inability to access instruction, which suggests limited employment of ELL strategies in the classroom or students feeling as if they are unable to pass or do the work.</p> <ol style="list-style-type: none"> 1. Revisiting DMS Mission & Vision - Alignment and clarity on our school's Core Value 2. Collaboratively defining DMS School Design that align to our Core Belief and Mission & Vision
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HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan (SW2)		Lead(s)
Five Promises	Hawaii - Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being	Principal Mavis Tasaka RTI B Coordinator - Kyla Maedo Teacher Lead/Social Studies Lead (gr. 7) - Micah Agas Kumu - Kumu Aaron
	Empowerment: Engagement; civic & policy voice; educational leadership; discovery; choice	Vice Principal - Dean Kaneshiro AVID Coordinator/Leadership - Karlene Kauleinamoku Parent/Community Coordinator - Lani Rodriguez
	Equity: Access; personalization; community; closing achievement gaps; quality	Vice Principal - Kristin Muramoto-Brown Student Services Coordinator (SSC) & SPED DH - Denise Apuna & Kala Teaupā Counselor DH (504 Coordinators) - Angie Choi EL Coordinator & EPMT - Kris Tajima
	School Design: Core values; curriculum; infrastructure; magnets; college & career; partners	Principal - Mavis Tasaka DMS Leadership Team (DHs, Admin, School Leads..) Title I/ Curriculum Coordinator - Kimberly Muranaka AVID Coordinator/Leadership - Karlene Kauleinamoku
	Innovation: Applied learning; design thinking; project-based learning; creativity	Vice Principal - Blaine Kashiwaeda Tech Team (Tech DPUST, Tech Coordinator, Librarian) - Daniel Song, Shauna Alip & Sheri Gushi Team Leaders - GL Team Leaders STEM Lead - Shaun Primacio

Key School Initiatives Addressed in the Plan (SW2)		Leads(s)
Middle School Practices	Homeroom Advisory & Teams	Team Teachers, Counselors & Grade Level VPs
	Social Emotional Learning (SEL) & P4C	RTI B Coordinator & Team Leads
	Trauma & Behavioral Challenged Environment	RTI B Coordinator & Team Leads
Academic Growth	DMS 3 Instructional Strategies	Title I/Curriculum Coordinator, Team Leads & Principal
	Visible Learning: Teacher Instructional Clarity <ul style="list-style-type: none"> ● Learning Intentions ● Success Criteria 	Title I/Curriculum Coordinator, DHs & Principal
	Response to Intervention (RTI) Academic Supports & Monitoring - iReady <ul style="list-style-type: none"> ● Intervention Block ● Math & Reading Growth & Progress Monitoring 	Title I/Curriculum Coordinator, Team Leads & Principal
Stakeholder Involvement & Communication	Student Voice College & Career Readiness	AVID/Leadership Coordinator
	Parent & Community	Parent & Community Coordinator
	School (Faculty & Staff)	Principal, VPs & Curriculum/Title I Coordinator
Professional Learning Communities/ Teams	Professional Development Plan <ul style="list-style-type: none"> ● 21 Hour PD ● Professional Collaboration/ Waiver Days ● Department Directed PD ● Team Improvement Planning & Collaboration 	Title I/Curriculum Coordinator, DHs, Team Leaders & Principal
Sub Group Inclusive Practices & Differentiated Instructional Strategies	English Language Learners	ELL Progress Monitoring Team (Admin, ELL Coordinator, ELL Team Teachers & Parent & Community Coordinator)
	Special Education	SPED Progress Monitoring Team (Admin, Student Services Coordinator, SPED DH, SPED Teachers, SPED EA Lead)

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

(SW 5 & 6) Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap																
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>																
<p>DISADVANTAGE/ALL 61% (n=270) of students are identified as Disadvantage (Source: LDS 4.22.20)</p> <table border="1" data-bbox="128 662 480 1174"> <tr> <td colspan="2">SBA ELA CLAIMS SY18/19 Source: LDS</td> </tr> <tr> <th>Claim</th> <th>Percentage</th> </tr> <tr> <td>Proficient in Reading</td> <td>37.41% (n=159/425)</td> </tr> <tr> <td>Proficient in Research/Inquiry</td> <td>40.47% (n=179/425)</td> </tr> <tr> <td>Proficient in Listening/Speaking</td> <td>50.12% (n=213/425)</td> </tr> <tr> <td>Proficient in Writing</td> <td>44% (n=187/425)</td> </tr> </table> <table border="1" data-bbox="128 1206 480 1336"> <tr> <td colspan="2">SBA Math CLAIMS SY18/19 Source: LDS</td> </tr> <tr> <th>Claim</th> <th>Percentage</th> </tr> </table>	SBA ELA CLAIMS SY18/19 Source: LDS		Claim	Percentage	Proficient in Reading	37.41% (n=159/425)	Proficient in Research/Inquiry	40.47% (n=179/425)	Proficient in Listening/Speaking	50.12% (n=213/425)	Proficient in Writing	44% (n=187/425)	SBA Math CLAIMS SY18/19 Source: LDS		Claim	Percentage	<p>SY 18/19 18.7% of Disadvantaged students were proficient in ELA as opposed to 46.3% of NHN students (Source: ADC)</p> <p>ELA MGP for Disadvantaged students was 38. (Source: StriveHI xls file)</p> <p>SY 18-19 9.3% of Disadvantaged students were proficient in Math as opposed to 26.2% of NHN students (Source: ADC)</p> <p>Math MGP for Disadvantaged students was 32. (Source: StriveHI xls file)</p>	<p>If DMS instructional leaders (teachers) collaboratively develops quality curriculum, instruction and assessments within each grade level department pacing guides, students will receive quality instruction that is differentiated to meet their individual learning needs.</p>	<p>School Wide Progress Monitoring & Data Analysis DMS Leadership Team comprised of curriculum leaders (Administrators & Teacher Leaders) provide the vehicle to complete the following:</p> <ul style="list-style-type: none"> ● Two-way systematized process of disseminating/collecting information from the different role groups (Teams, Departments, Grade Levels...) to allow for collaborative school wide decision making and data analysis. ● Progress monitoring of the Academic Plan to allow for adjustments and implementation of SW initiatives. <p>Multi-Tiered System of Support Fully implemented Multi-Tiered System of Supports (MTSS) that addresses all student needs (Academic, Social, Emotional and Behavioral) within RTI A & B.</p> <ul style="list-style-type: none"> ● Response to Intervention Academics (RTI A) Collaboratively develop, implement and monitor a comprehensive school-wide system of supports that address student academic needs (Tier 1 to Tier 3). ● Response to Intervention Behavior (RTI B) Collaboratively develop, implement and monitor a comprehensive school-wide system of supports that address student Social-Emotional and Behavioral needs (Tier 1 to Tier 3). <ul style="list-style-type: none"> ● MTSS - Behavioral PD <ul style="list-style-type: none"> ○ Trauma-Informed and Restorative
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SBA Math CLAIMS SY18/19 Source: LDS																			
Claim	Percentage																		

Proficient in Concepts & Procedures	16.94% (n=73/431)			<p style="text-align: center;">Justice PD</p> <p>Student Enrichment Learning Opportunities & Supports To provide all students with engaging enrichment learning opportunities that foster inquiry, innovation, creativity, academic success and positive interactions with others.</p> <ul style="list-style-type: none"> ● Student Engagement & Enrichment Whole child learning opportunities that assist students in building a connectedness to the school and meets the enrichment and engagement needs for students Gifted to Remedial. <p>Transition & College Career Readiness All students will be provided with learning opportunities that will assist them with transitioning towards College and Career Ready (Elementary to Middle Level & Middle Level to High School).</p> <ul style="list-style-type: none"> ● All students will be provided with learning opportunities that will assist them with transitioning towards College and Career Ready (Elementary to Middle Level & Middle Level to High School). ● Middle Level implementation of Teaming Supports <p>Curriculum, Instruction & Assessment DMS Teachers will implement the standards implementation process that is aligned to CCSS, HCPS III, NGSS and C3 Social Studies Framework.</p> <p><u>Curriculum</u></p> <p>3 Year - Schoolwide Professional Development (PD) Plan - Certificated & Classified Staff collaboratively develop annual PD Plans to address their professional learning needs.</p> <ul style="list-style-type: none"> ● Department/GL PD Plan ● Classified Staff (Office, Security, EAs...) <p>SW Pacing Guide: Required Components (Migliacci/DMS SW Temp)</p> <ul style="list-style-type: none"> ● Big Idea & Essential Questions ● 21st Century Learning ● Standards (Common Core, NGSS, 3C...) 																														
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<p>-Chronic Absentee: 20% (Strive HI SY 18/19) -Average Daily Attendance: 92.34% (LDS SY 18/19) -# of Incidences: 100 (Excluding Class D SY 18/19)</p>																																		
<p>SY 18/19 Student Discipline Offenses by Class - Disadvantage (SES) Grade Levels (Source: LDS 4/22/2020)</p> <table border="1" data-bbox="128 820 478 1144"> <thead> <tr> <th>Class</th> <th>Gr 6</th> <th>Gr 7</th> <th>Gr 8</th> <th>total</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>10</td> <td>23</td> <td>4</td> <td>37</td> </tr> <tr> <td>B</td> <td>11</td> <td>23</td> <td>2</td> <td>36</td> </tr> <tr> <td>C</td> <td>16</td> <td>21</td> <td>2</td> <td>39</td> </tr> <tr> <td>D</td> <td>30</td> <td>22</td> <td>2</td> <td>54</td> </tr> <tr> <td>Total</td> <td>67</td> <td>89</td> <td>10</td> <td></td> </tr> </tbody> </table>		Class	Gr 6	Gr 7	Gr 8	total	A	10	23	4	37	B	11	23	2	36	C	16	21	2	39	D	30	22	2	54	Total	67	89	10				
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	age		Disadvan age
6th	67	86	78%
7th	89	111	80%
8th	10	13	77%

SY 18/19 Student Incidencies by School Year- Disadvantaged (SES) School Source: LDS 4/22/2020			
Year	# of Incidents Disadvantage	# of Incidents All	% of Incidents by Disadvantage
SY18/19	166	210	79%

SY 18/19 Student Incidences Offenses by Class - School-wide (ALL) Grade Levels (Source: LDS 4/22/2020)				
Class	Gr 6	Gr 7	Gr 8	total
A	12	27	5	44
B	15	28	3	46
C	20	25	2	47
D	39	31	3	73
Total	86	111	13	

SY 18/19 Student Incidences All Offenses by Grade Level - School-wide (ALL) Source: LDS 4/22/2020	
Grade Level	# of Offenses School-wide

Instruction

DMS Faculty & Staff will apply a variety of instructional strategies to: 1) Increase student engagement, 2) Provide individual student differentiated learning supports and needs, and 3) Increase tier 1 instructional strategies & supports for all students.

SW Pacing Guide: Required Instructional Components (Migliacci/DMS SW Temp)

- Vocabulary
- VL: Learning Intention & Success Criteria (Teacher Clarity)
- Materials & Resources
- Instructional Strategies Interventions & Enrichment (Accommodations, Differentiation & Modifications)

Assessment

Department/Grade Level Assessment Alignment/Monitoring Matrix

Develop an assessment matrix tool that will assist the data teams with the following:

- School and Department Assessment Data Alignment - Common Formative & Summative Assessments
- Foundation to develop Monitoring Systems (Leading Indicators)
- First steps towards the development of a Grading Policy

SW Pacing Guide: Required Assessment Components (Migliacci/DMS SW Temp)

- Learning Intention & Success Criteria (Student Self-Assessment)
- Formative & Summative Assessments

Department and Teams Collaborative Inquiry Teams (CIT)

DMS will systematize the analysis of the variables and antecedents that influence student achievement data which are used to inform instructional decisions.

6th	86			<ul style="list-style-type: none"> DMS Collaborative Inquiry Teams (CIT) - Data Collection and Analysis Process The Data Teams data analysis process allows various role groups an opportunity to review and analyze data, identify needs, develop next step actions that support/monitor our school improvement efforts.
7th	111			
8th	13			
SY 18/19 Student Incidencies by School Year- School-wide (ALL) Source: LDS 4/22/2020				
Year	# of Incidents School-wide (ALL)			
SY18/19	210			

Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs (SW 4 & 6)	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap								
<i>Identify the targeted subgroup and their identified need</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>								
<p>EL Students 33% (n=231) of students are identified as EL (Source: LDS 4.7.20)</p> <table border="1"> <tr> <td colspan="2">SBA ELA CLAIMS 18/19 Source: LDS</td> </tr> <tr> <td>Claim</td> <td>Percentage</td> </tr> <tr> <td>Proficient in Reading</td> <td>16.13% (n=25/155)</td> </tr> <tr> <td>Proficient in Research/ Inquiry</td> <td>18.06% (n=28/155)</td> </tr> </table>	SBA ELA CLAIMS 18/19 Source: LDS		Claim	Percentage	Proficient in Reading	16.13% (n=25/155)	Proficient in Research/ Inquiry	18.06% (n=28/155)	<p>SY 18/19 3.9% of EL students were proficient in ELA as opposed to 46.3% of NHN students (Source: ADC)</p> <p>ELA MGP for EL students was 36. (Source: StriveHI xls file)</p> <p>SY 18/19 2.9% of EL students were proficient in Math as opposed to 26.2% of NHN students (Source: ADC)</p>	<p>If all DMS instructional leaders (teachers) create pacing guides that incorporate differentiated curriculum, instruction and assessment (CIA), EL identified students will receive inclusive, modified & differentiated support to address their academic needs (reading, writing, speaking, listening) resulting in both</p>	<p>ELL Progress Monitoring & Data Analysis ELL Progress Monitoring Team (EPMT) (Admin, ELL Coordinator, ELL Team Teachers & Parent & Community Coordinator) provide the vehicle to complete the following:</p> <ul style="list-style-type: none"> Monthly meeting to analyze progress data <ul style="list-style-type: none"> Academic & Behavior Data Monitoring Identify areas of supports & PD for school personnel working with the students to meet their individual needs. EPMT shares minutes at the Leadership Team meetings to collaborate on SW & systems support to allow for SPED identified student growth. Progress monitoring data information shared at Dept & Team Meetings
SBA ELA CLAIMS 18/19 Source: LDS											
Claim	Percentage										
Proficient in Reading	16.13% (n=25/155)										
Proficient in Research/ Inquiry	18.06% (n=28/155)										

Proficient in Listening/ Speaking	20% (n=31/155)	Math MGP for EL students was 41. (Source: StriveHl xls file)	academic & behavioral growth.	<p>Curriculum, Instruction & Assessment DMS Teachers will implement best practices that addresses EL learner needs with emphasis in the areas of Reading, Writing, Listening & Speaking (GLAD, Migliacci PDs, VL/LISC...) embedded in SW Pacing Guide (Required Components - Migliacci/DMS SW Temp).</p> <p>Curriculum</p> <ul style="list-style-type: none"> Curriculum materials modifications based on ELL best practice. Technology integration to allow for assistance in curriculum materials <p>Instructional Accommodations</p> <ul style="list-style-type: none"> Required best practice accommodations & adjustment of instructional strategies to address EL learner needs: <ul style="list-style-type: none"> Example: Review of vocabulary prior to instruction/ Vocab Wall Variety of differentiated opportunities to display learning. <p>Assessment Monitoring & Data analysis through the Teams, Departments, EPMT & DMS Leadership Team</p> <ul style="list-style-type: none"> Required Pacing Guide Components: Learning Targets & Success Criteria (Student Self-Assessment, Formative & Summative Assessments ACCESS Testing iReady Reading & Math <p>Response to Intervention- Academics Supports</p> <ul style="list-style-type: none"> RTI-A Elective: Support programing to address EL learner supports and needs Tutorial support after school (Haahaa, EL tutoring...) <p>Response to Intervention - Behavioral Supports</p>
Proficient in Writing	23.23% (n=36/155)			
SBA Math CLAIMS SY1819 Source: LDS				
Claim	Percentage			
Proficient in Concepts & Procedures	6.29% (n=11/175)			
Proficient in Problem Solving	21.71% (n=38/175)			
Proficient in Comm Reasoning	26.86% (n=47/175)			
SY18/19 WIDA ACCESS also indicates a higher need for reading, comprehension & Literacy over the other domains.				
Long Term ELs				
# of ACCESS	Percent of Students	N-Size		
2	2.86%	1		
3	11.43%	4		
4	8.57%	3		
5	2.86%	1		
6	8.57%	3		
7	31.43%	11		

8	20.00%	7
9	11.43%	4
10	2.86%	1

27 LTELs identified

SY18/19 Student Discipline
Offenses by Class - ELL and All
School
Source: LDS 4/22/2020

Class	# of Offenses ELL	# of Offenses All	% of Offenses by ELL
A	17	44	39%
B	22	46	48%
C	24	47	51%
D	30	73	41%

SY18/19 Student Discipline
Offenses by Grade Level - ELL
and All School
Source: LDS 4/22/2020

Grade Level	# of Offenses ELL	# of Offenses All	% of Offenses by ELL
6th	43	86	50%
7th	50	111	45%
8th	0	13	0%

Student Discipline Incidents by
School Year- ELL and All School
Source: LDS 4/17/2020

Year	# of Incidents ELL	# of Incidents All	% of Incidents by ELL

- Collaboration with community groups to empower student engagement
- Transition EL Summer Enrichment and newcomers transition programming/class
- Increase understanding school rules & expectations (e.g., tardies, chronic abs, retention, behavioral expectation in school...)

Parent Support & Collaboration

- Parent Meetings & Training
- Translated/Interpreted materials & information
- ADA & Translated DMS Website information

Professional Development

- Differentiated Instruction- Strategies, scaffolding, modification and accommodations for English Language Proficiency levels when developing Curriculum, Instruction and Assessments (reference- EL Guidance Manual, Chapter 4: Program of Services for English Learners, Section: Grading)
- Assistive technology training for teachers of second language learner
- Parent training, collaboration and culturally relevant professional development to increase communication and involvement of families/ community

SY1819	93	210	44%		
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap																
<i>Identify the targeted subgroup and their identified need</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>																
<p>IDEA 11% (n=81) of students are identified as IDEA (Source: LDS 4.7.20)</p> <table border="1"> <tr> <td colspan="2">SBA ELA CLAIMS SY18/19 Source: LDS</td> </tr> <tr> <th>Claim</th> <th>Percentage</th> </tr> <tr> <td>Proficient in Reading</td> <td>13.56% (n=8/59)</td> </tr> <tr> <td>Proficient in Research/ Inquiry</td> <td>15.25% (n=9/59)</td> </tr> <tr> <td>Proficient in Listening/ Speaking</td> <td>23.73% (n=14/59)</td> </tr> <tr> <td>Proficient in Writing</td> <td>16.95% (n=10/59)</td> </tr> </table> <table border="1"> <tr> <td colspan="2">SBA Math CLAIMS SY18/19 Source: LDS</td> </tr> <tr> <th>Claim</th> <th>Percentage</th> </tr> </table>	SBA ELA CLAIMS SY18/19 Source: LDS		Claim	Percentage	Proficient in Reading	13.56% (n=8/59)	Proficient in Research/ Inquiry	15.25% (n=9/59)	Proficient in Listening/ Speaking	23.73% (n=14/59)	Proficient in Writing	16.95% (n=10/59)	SBA Math CLAIMS SY18/19 Source: LDS		Claim	Percentage	<p>SY 18/19 2.9% of IDEA students were proficient in ELA as opposed to 46.3% of NHN students (Source: ADC)</p> <p>ELA MGP for IDEA students was 31. (Source: StriveHI xls file)</p> <p>SY 18/19 5.9% of IDEA students were proficient in Math as opposed to 26.2% of NHN students (Source: ADC)</p> <p>Math MGP for IDEA students was 42. (Source: StriveHI xls file)</p>	<p>If all DMS instructional leaders (teachers) create pacing guides that incorporate differentiated & inclusive instructional supports/settings, SPED identified students will receive support to address their individual academic needs resulting in both academic & behavioral growth.</p>	<p>Progress Monitoring & Data Analysis SPED Progress Monitoring Team (SPMT) (Admin, Student Services Coordinator, SPED DH, SPED Teachers, SPED EA Lead) provide the vehicle to complete the following:</p> <ul style="list-style-type: none"> ● Monthly meeting to analyze progress data <ul style="list-style-type: none"> ○ Academic & Behavior ○ Identify areas of supports & PD for school personnel working with the students to meet their individual needs. ○ SPMT shares minutes at the Leadership Team meetings to collaborate on SW & systems support to allow for SPED identified student growth. ○ Progress monitoring data information shared at Dept & Team Meetings <p>Curriculum, Instruction & Assessment All DMS Teachers will implement best practices, accommodations, modifications, and interventions that will address SPED learners' individual needs.</p> <p>Curriculum</p> <ul style="list-style-type: none"> ○ SW Pacing Guide (Required Components - Migliacci/DMS SW Temp) to ensure all learners are supported with curriculum to allow for student academic growth. <ul style="list-style-type: none"> ■ Curriculum materials modifications based on ELL best practice.
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Claim	Percentage																		
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SBA Math CLAIMS SY18/19 Source: LDS																			
Claim	Percentage																		

Proficient in Concepts & Procedures	1.72% (n=1/58)				<ul style="list-style-type: none"> ■ Possible use of technology that may allow for assistance in curriculum instructional materials. ● Goalbook Toolkit Program - IEP development and student progress monitoring. 																				
Proficient in Problem Solving	18.97% (n=11/58)																								
Proficient in Comm Reasoning	17.24% (n=10/58)																								
<p>SY18/19 Student Discipline by Offense Class- IDEA & All School Source: LDS 4/22/2020</p> <table border="1"> <thead> <tr> <th>Class</th> <th># of Offenses IDEA</th> <th># of Offenses All</th> <th>% of Offenses by IDEA</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>5</td> <td>44</td> <td>11%</td> </tr> <tr> <td>B</td> <td>5</td> <td>46</td> <td>11%</td> </tr> <tr> <td>C</td> <td>3</td> <td>47</td> <td>.06%</td> </tr> <tr> <td>D</td> <td>7</td> <td>73</td> <td>10%</td> </tr> </tbody> </table>						Class	# of Offenses IDEA	# of Offenses All	% of Offenses by IDEA	A	5	44	11%	B	5	46	11%	C	3	47	.06%	D	7	73	10%
Class	# of Offenses IDEA	# of Offenses All	% of Offenses by IDEA																						
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<p>SY18/19 Student Discipline by Offense Grade Level- IDEA & All School Source: LDS 4/22/2020</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th># of Offenses IDEA</th> <th># of Offenses All</th> <th>% of Offenses by IDEA</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>11</td> <td>86</td> <td>13%</td> </tr> <tr> <td>7th</td> <td>9</td> <td>111</td> <td>.08%</td> </tr> <tr> <td>8th</td> <td>0</td> <td>13</td> <td>0%</td> </tr> </tbody> </table>						Grade Level	# of Offenses IDEA	# of Offenses All	% of Offenses by IDEA	6th	11	86	13%	7th	9	111	.08%	8th	0	13	0%				
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<p>SY18/19 Student Discipline by Incidents School Year- IDEA & All School Source: LDS 4/22/2020</p>																									
<p>Instruction DMS Faculty & Staff will apply a variety of instructional strategies</p> <ul style="list-style-type: none"> ● SPED Grade level teams ● Team accommodations & modifications to address individual SPED learner needs <p>Assessment Monitoring & Data analysis through the SPED Teams, SPMT & DMS Leadership Team</p> <ul style="list-style-type: none"> ● Required Pacing Guide Components: Learning Targets & Success Criteria (Student Self-Assessment, Formative & Summative Assessments) ● GRADE Testing ● iReady Reading & Math <p>Behavioral Supports Develop collaborative inclusive behavioral supports to allow for student success in the general education setting.</p> <p>Multi-agency supports</p> <ul style="list-style-type: none"> ● Interagency referral: example: DOH, programs <p>Professional Development</p> <ul style="list-style-type: none"> ● iReady Program ● SONDAY & Touch Math ● Goalbook ● Data Collection, Analysis, Plan Development & Monitoring (Data collection & monitoring sheets) PD ● Assistive Technology ● Behavioral support plan development & implementation/integration in the regular education setting. 																									

Year	# of Incidents IDEA	# of Incidents AN	% of Incidents by IDEA
SY1819	20	210	10%

- Classroom management consultation & training.

Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs (SW 7)	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified need</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
<p>DMS Stakeholders Communication, Culture & Involvement</p> <p>17% of teachers feel isolated from their colleagues (SY19/20 WE Survey) compared to the national average of 20%.</p> <p>DMS teachers are satisfied with the respect and value that DMS gives to their role</p> <ul style="list-style-type: none"> • 2018: 51.2% (2018 SQS) • 2019: 59.1% (2019 SQS) • Increase of 7.9% from SY18 to 19 <p>DMS students surveyed “teachers know my academic interests and goals”</p> <ul style="list-style-type: none"> • SY 19/20: 57.3% (WE survey) 	<p>SY 18/19 18.7% of Disadvantaged students were proficient in ELA as opposed to 46.3% of NHN students (Source: ADC)</p> <p>ELA MGP for Disadvantaged students was 38. (Source: StriveHI xls file)</p> <p>SY 18/19 9.3% of Disadvantaged students were proficient in Math as opposed to 26.2% of NHN students (Source: ADC)</p> <p>Math MGP for Disadvantaged students was 32. (Source: StriveHI xls file)</p>	<p>If DMS is able to foster leadership capacity within our school based personnel (classified & certificated leaders, administrators, student leaders...), stakeholders will be an active participant in supporting the academic, social emotional and behavioral growth of our students.</p>	<p>Building Collaborative Leadership</p> <p>Implement the DMS Vision/Mission through the promotion of a positive and inclusive academic learning culture for all stakeholders.</p> <ol style="list-style-type: none"> 1. Building leadership capacity through the collaborative facilitation, monitoring and planning of DMS School Improvement efforts through the analysis of data 2. Building Strong Leadership Capacity and understanding to assist DMS School Improvement efforts 3. Build facilitation/leadership capacity within the Collaborative Inquiry Teams (CIT). This will allows various role groups an opportunity to review and analyze data, identify needs, develop next step actions that support/ monitor our school improvement efforts <p>Stakeholder Communication, Involvement, Supports and Partnerships</p> <p>The school leadership team and administration expand the number of classified staff, parents, community members, and students directly involved in the key and formalized decision-making processes of the school that result in</p>

<p>*31.4% discrepancy</p> <p>49% of students feel connected to an adult on campus (SY19/20 WE Survey)</p> <p>10.1% of DMS parents participated in the 2018 SQS</p>			<p>improved student learning and positive school culture.</p> <ol style="list-style-type: none"> Stakeholder Communication, Involvement, Supports and Partnerships Stakeholder Communication, Involvement, Supports and Partnerships. Increase engagement, Communication, and learning opportunities that foster partnerships with Stakeholders (Parents, Community, Students, and School) to support student achievement. <p>Learning Environment Build a positive and engaging learning culture where all stakeholders are valued, respected and safe.</p> <ol style="list-style-type: none"> Fostering a positive School Culture and Stakeholder partnerships To Build a school Culture/Community that fosters a sense of safety, responsibility and ownership of the school and student learning.
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Innovation in Support of the Core: School Design and Student Voice

Part I (SW6)

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>Rigorous Curriculum, Instruction & Assessment (CIA)</p> <p>Students will benefit from Team Teachers that collaborate with colleagues and incorporate student supports, intervention, CIA, voice and choice to allow for positive classroom learning environments that meet all student learner (504/SPED/ELL/Academically Challenged...) needs.</p> <p>Students will be supported with the appropriate interventions</p>	<ol style="list-style-type: none"> Multi-Tiered System of Supports (MTSS): Academics & Behavioral (RTI A & B) College & Career Readiness and Exploration (AVID) Pre-Academies Electives Enrichment & Tutorial Supports SPED/ELL/504 3 Instructional Strategies: 1) Close Reading, 2) HOT, & 3) Student Self Assessment Collaborative Inquiry Teams (CIT), KID Talk, <i>ELL & SPED Progress Monitoring Team</i> (EPMT & SPMT) 	<p>DMS Leadership Team is the primary entity that:</p> <ol style="list-style-type: none"> Provides our stakeholder role groups with data analysis and progress monitoring information. Coordinates all school improvement efforts with the different role groups. Participates in a collaborative monthly and quarterly progress monitoring. Ensures two-way communication and input from the various stakeholder role groups. <p>Literacy/Academics Implementation of a comprehensive Multi-Tiered System of Supports (MTSS) that addresses all student needs (Academic, Social, Emotional and Behavioral).</p>

6/5/20 - 2020-2021 Academic Plan: Sanford B. Dole Middle School

<p>(accommodations, modifications, and supports) resulting in a decrease in chronic absenteeism, tardies, poor academic success/failure rate and behavioral concerns within the classroom environment.</p>	<p>8. Progress Monitoring & Evidence Review: Pacing Guides/CIA, Instructional Strategies, MTSS, Middle School, Voice & Choice...</p>	<p>Teacher leaders are empowered to implement best practices, accommodations, modifications, and interventions that are embedded in their curriculum, instruction and assessments allowing for student academic success.</p> <p>Trauma & Behavioral Challenged Environment:</p>
<p>Culture & Environment</p> <p>Students will feel emotionally, intellectually, and physically safe in school. This will result in increased positive communication and connectedness to the school.</p>	<ol style="list-style-type: none"> 1. Mission & Vision and Core Belief 2. Infrastructure & Positive School Environment (Safety) 3. PBIS/SEL/HA 4. Positive Learning Environment Safety 5. Core Value & Mindset: Vision & Mission 6. Middle School Philosophy - Middle School Teaming 7. 6th Grade Transition & School w/in a School 8. HERO Student Rewards 	<p>Clarity of our systems, procedures and practices that are designed with the understanding of our student population challenges (language, academic, cultural, environmental, socio-economic...) in mind. Root cause understanding will allow DMS to develop appropriate programs, services, supports, interventions and consequences that are supported by the entire staff (classified, certificated and administration).</p> <p>Communication</p> <p>Multiple two-way communication systems to monitor the effectiveness of the school's communication processes will result in stronger overall communication. (e.g., email receipt tracking, review of daily requirement to read email several times a day, re-training on how to access information to ensure everyone is aware of informational sources, Leadership Roles & Responsibilities in sharing/communicating vital information and bringing back input from groups, create a DAF link in DMS website for easier access for substitutes and all faculty...)</p>
<p>Student Learning Products & Voice</p> <p>Students will receive opportunities for rigorous instruction that incorporates high level thinking, student leadership & voice, interdisciplinary connections and opportunities for innovation.</p>	<ol style="list-style-type: none"> 1. Student Council 2. Student Leadership 3. Innovation - Innovation Learning Center 4. STEM Enrichment 5. Afterschool Enrichment 6. Technology Integration 	<p>Culture</p> <p>Positive school culture through the building of relationships among students, between students, with staff, among staff and involving community members and other stakeholders that will build pride, respect and high expectations for learning and behavior at school through defined processes, programs and procedures. This will allow students the ability to access appropriate instructional supports in the classroom resulting in increased student academic success..</p>

Innovation in Support of the Core: School Design and Student Voice

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • 100% of students will participate in homeroom/advisory/Middle school essential components to allow for both Social Emotional/Behavioral and Academic (remedial or enrichment) support. (SEL behavioral growth & academic supports, HA, embedded Enrichment - Remedial & GT) • DMS Students will display an annual gain of 3-5% in School Safety based on the SQS results. (student safety) • 100% of Students will have access to MTSS supports and services (e.g., Inclusive classroom practices, differentiated instruction, accommodations & modifications in CIA...) based on their individual student needs (EL, 504, SPED...) resulting in academic growth in reading, math & Science. (academic growth/proficiency) • All DMS students will be given the opportunities for student voice & choice, innovation and collaboration allowing for increased engagement and connectedness to school. (Chronic Abs) 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • 100% of students will participate in homeroom/advisory/Middle school essential components to allow for both Social Emotional/Behavioral and Academic (remedial or enrichment) support. • DMS Students will display an annual gain of 3-5% in School Safety based on the SQS results. • 100% of Students will have access to MTSS supports and services (e.g., Inclusive classroom practices, differentiated instruction, accommodations & modifications in CIA...) based on their individual student needs (EL, 504, SPED...) resulting in academic growth in reading, math & Science. • All DMS students will be given the opportunities for student voice & choice, innovation and collaboration allowing for increased engagement and connectedness to school. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • 100% of students will participate in homeroom/advisory/Middle school essential components to allow for both Social Emotional/Behavioral and Academic (remedial or enrichment) support. • DMS Students will display an annual gain of 3-5% in School Safety based on the SQS results. • 100% of Students will have access to MTSS supports and services (e.g., Inclusive classroom practices, differentiated instruction, accommodations & modifications in CIA...) based on their individual student needs (EL, 504, SPED...) resulting in academic growth in reading, math & Science. • All DMS students will be given the opportunities for student voice & choice, innovation and collaboration allowing for increased engagement and connectedness to school.
<p>Why are you implementing them?</p> <p>If DMS is able to provide our students with these types of supports, interventions and learning opportunities, our students will be supported and able to:</p> <ol style="list-style-type: none"> 1. Develop life skills foundation necessary to be prepared for college & career opportunities, vocational training, and/or 	<p>Why are you implementing them?</p> <p>If DMS is able to provide our students with these types of supports, interventions and learning opportunities, our students will be supported and able to:</p> <ol style="list-style-type: none"> 1. Develop life skills foundation necessary to be prepared for college & career opportunities, vocational training, and/or 	<p>Why are you implementing them?</p> <p>If DMS is able to provide our students with these types of supports, interventions and learning opportunities, our students will be supported and able to:</p> <ol style="list-style-type: none"> 1. Develop life skills foundation necessary to be prepared for college & career opportunities, vocational training, and/or

<p>workforce readiness skills leading to employability in the future. (College & Career, Pre-Academies, innovation)</p> <ol style="list-style-type: none"> 2. Develop positive relationships, communication, behavioral, and interpersonal skills allowing for DMS to have a safer school community/environment. (SEL, P4C,) 3. Providing our students with the appropriate social-emotional, academic, and behavioral supports that will increase academic success, engagement and connectedness to school. (Middle School, Homeroom/Advisory,) 	<p>workforce readiness skills leading to employability in the future.</p> <ol style="list-style-type: none"> 2. Develop positive relationships, communication, behavioral, and interpersonal skills allowing for DMS to have a safer school community/environment. 3. Providing our students with the appropriate social-emotional, academic, and behavioral supports that will increase academic success, engagement and connectedness to school. 	<p>workforce readiness skills leading to employability in the future.</p> <ol style="list-style-type: none"> 2. Develop positive relationships, communication, behavioral, and interpersonal skills allowing for DMS to have a safer school community/environment. 3. Providing our students with the appropriate social-emotional, academic, and behavioral supports that will increase academic success, engagement and connectedness to school.
<p>How will you know that they are resulting in an improvement?</p> <p>DMS will be able to see improvement in:</p> <ol style="list-style-type: none"> 1. Student Behavior/Safety: Students will feel emotionally, intellectually, and physically safe in school. This will result in increased positive communication and connectedness to the school. (SEL, PBIS, HERO, HA) 2. Academic Growth/Proficiency: Students will feel supported with the appropriate accommodations/modifications/interventions that will result in a decreased chronic absenteeism, tardies, poor academic success/failure rate and behavioral concerns within the classroom environment. (KID Talk, Data Analysis Teams,) 3. MTSS Academic Supports: Team Teachers will collaborate with colleagues and incorporate student supports, intervention, CIA, voice and choice to 	<p>How will you know that they are resulting in an improvement?</p> <p>DMS will be able to see improvement in:</p> <ol style="list-style-type: none"> 1. Student Behavior/Safety: Students will feel emotionally, intellectually, and physically safe in school. This will result in increased positive communication and connectedness to the school. 2. Academic Growth/Proficiency: Students will feel supported with the appropriate accommodations/modifications/interventions that will result in a decreased chronic absenteeism, tardies, poor academic success/failure rate and behavioral concerns within the classroom environment. 3. MTSS Academic Supports: Team Teachers will collaborate with colleagues and incorporate student supports, intervention, CIA, voice and choice to allow for positive classroom learning environments that meet all student 	<p>How will you know that they are resulting in an improvement?</p> <p>DMS will be able to see improvement in:</p> <ol style="list-style-type: none"> 1. Student Behavior/Safety: Students will feel emotionally, intellectually, and physically safe in school. This will result in increased positive communication and connectedness to the school. 2. Academic Growth/Proficiency: Students will feel supported with the appropriate accommodations/modifications/interventions that will result in a decreased chronic absenteeism, tardies, poor academic success/failure rate and behavioral concerns within the classroom environment. 3. MTSS Academic Supports: Team Teachers will collaborate with colleagues and incorporate student supports, intervention, CIA, voice and choice to allow for positive classroom learning environments that meet all student

allow for positive classroom learning environments that meet all student learner (504/SPED/ELL/Academically Challenged...) needs. (Pacing Guides/CIA, Instructional Strategies, MTSS, Middle School, Voice & Choice,)	learner (504/SPED/ELL/Academically Challenged...) needs.	learner (504/SPED/ELL/Academically Challenged...) needs.
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year)

	SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
DMS Leadership Monitoring	<p>Formative Progress Monitoring Data Analysis: Allows for collection of School Wide baseline data to establish Student/Grade Level/Team current levels of performance allowing teachers to adjust pacing and appropriate CIA.</p> <p>Baseline: Leadership Progress Monitoring Meeting</p> <ul style="list-style-type: none"> ● Academic Plan Progress Monitoring ● Assessment Matrix Progress Analysis ● Pacing Guides ● iReady (Pre - Assessment) - Reading & Math ● HSA (NGSS) Science ● Program & Department Improvement Plans ● Discipline <ul style="list-style-type: none"> ○ Discipline ○ BSP ○ Chronic Abs ○ Failure Rate ● Student Engagement ● ACCESS & WIDA Screener 	<p>Formative Progress Monitoring Data Analysis: Allow for School Wide adjustments to be made to ensure progress by the end of the school year.</p> <p>Quarterly: Leadership Progress Monitoring Meeting</p> <ul style="list-style-type: none"> ● Academic Plan Progress Monitoring ● Assessment Matrix Progress Analysis ● Pacing Guides ● iReady (Pre - Assessment) - Reading & Math ● HSA (NGSS) Science ● Program & Department Improvement Plans ● Discipline <ul style="list-style-type: none"> ○ Discipline ○ BSP ○ Chronic Abs ○ Failure Rate ● Student Engagement <p>Learning Walk Protocol Data</p> <ul style="list-style-type: none"> ● Learning Walk protocol will assist in identifying... 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for School Wide...</p> <p>End of Year: Leadership Progress Monitoring Meeting</p> <ul style="list-style-type: none"> ● Academic Plan Progress Monitoring ● Assessment Matrix Progress Analysis ● Pacing Guides ● iReady (Pre - Assessment) - Reading & Math ● HSA (NGSS) Science ● Program & Department Improvement Plans ● Discipline <ul style="list-style-type: none"> ○ Discipline ○ BSP ○ Chronic Abs ○ Failure Rate ● Student Engagement ● ACCESS & WIDA Screener <p>Learning Walk Protocol Data</p> <ul style="list-style-type: none"> ● Learning Walk protocol will assist in...

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	<p>Learning Walk Protocol Data</p> <ul style="list-style-type: none"> • Baseline data collection with Learning Walk protocol will assist in.. • Classroom visits and observations will allow... <p>iReady (Pre- Assessment) - Reading & Math</p> <ul style="list-style-type: none"> • Analysis of students meeting grade level Proficiency/Growth for ELA & Math, as assessed by formative (Pre) and summative assessments to set a baseline of student current levels of performance. 	<ul style="list-style-type: none"> • Classroom visits and observations will allow... <p>iReady (Mid Assessment) - Reading & Math</p> <ul style="list-style-type: none"> • Analysis of students meeting grade level Proficiency/Growth for ELA & Math, as assessed by formative (Pre, Mid, Post) and summative assessments monitor progress and make necessary adjustments. 	<ul style="list-style-type: none"> • Classroom visits and observations will allow... <p>iReady (Pre, Mid, & Post Assessment) - Reading & Math</p> <ul style="list-style-type: none"> • Analysis of students meeting grade level Proficiency/Growth for ELA & Math, as assessed by formative (Pre, Mid, Post) and summative assessments.
<p>Department , Programs & Sub Group Monitoring</p>	<p>Formative Progress Monitoring Data Analysis: Allows for collection of baseline data to establish current levels of performance which will allow Departments/Programs to adjust pacing and appropriate CIA.</p> <p>Baseline: Dept. Progress Monitoring Meeting</p> <ul style="list-style-type: none"> • Assessment Matrix Progress Analysis • Pacing Guides • iReady (Pre - Assessment) - Reading & Math • ELA/SBA Reading <ul style="list-style-type: none"> ◦ ELA (pre-assessments; SBA IAB assessments) • Math/SBA Math <ul style="list-style-type: none"> ◦ Math pre-assessments, guided practice (GoMath) ◦ Khan Academy ◦ Exit passes ◦ Do nows ◦ Cornell Notes ◦ Kahoot 	<p>Formative Progress Monitoring Data Analysis: Allow Departments/Programs to adjust CIA, programming, supports and PD to ensure progress by the end of the school year.</p> <p>Quarterly: Dept. Progress Monitoring Meeting</p> <ul style="list-style-type: none"> • Assessment Matrix Progress Analysis • Pacing Guides • iReady (Pre - Assessment) - Reading & Math • ELA/SBA Reading <ul style="list-style-type: none"> ◦ ELA (SpringBoard quarterly summative assessments); SBA IAB assessments • Math/SBA Math <ul style="list-style-type: none"> ◦ Go Math module assessments, independent practice ◦ SBA IAB ◦ Khan Academy ◦ Exit passes ◦ Do nows 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for Departments/Programs.....</p> <p>End of Year: Dept. Progress Monitoring Meeting</p> <ul style="list-style-type: none"> • Assessment Matrix Progress Analysis • Pacing Guides • iReady (Pre - Assessment) - Reading & Math • ELA/SBA Reading • Math/SBA Math <ul style="list-style-type: none"> ◦ Go Math module assessments, summative practice, module exams ◦ Khan Academy ◦ SBA IAB • Science/NGSS Science Assessment <ul style="list-style-type: none"> ◦ Amplify Unit (Pre, Mid, Post) Assessment department progress monitoring. ◦ Science Dept. - developing dept. wide assessment to

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	<ul style="list-style-type: none"> ● Science/NGSS Science Assessment <ul style="list-style-type: none"> ○ HSA switched to NGSS in SY 19-20. (Baseline year SY 20/21 due to no SY19/20 testing). ○ Amplify Unit (Pre, Mid, Post) Assessments - GL partners aligned assessments. Horizontal & Vertical progresses monitoring from 6th-8th grade. ● Social Studies <ul style="list-style-type: none"> ○ Unit pre-post assessments, CFA, writing samples/transitioning assessments from HCPS III to HCSSS ● Program & Department Improvement Plans 	<ul style="list-style-type: none"> ○ Cornell Notes ○ Kahoot ● Science/NGSS Science Assessment <ul style="list-style-type: none"> ○ Amplify Unit (Pre, Mid, Post) Assessment & embedded Amplify assessments to progress monitoring & next step plan for upcoming quarters. ● Program & Department Improvement Plans ● Social Studies <ul style="list-style-type: none"> ○ Misc department CFAs 	<p>monitor growth from 6th-8th grade.</p> <ul style="list-style-type: none"> ● Program & Department Improvement Plans ● Social Studies <ul style="list-style-type: none"> ○ Unit pre-post assessments, CFA, writing samples...
	<p><u>ELL Progress Monitoring Team (EPMT)</u> Formative Progress Monitoring Data Analysis: Allows for collection of baseline data to establish current levels of performance which will allow EPMT to assist teachers with appropriate curriculum pacing and accommodations/modifications to instruction to meet EL student needs.</p> <p>Baseline: EPED Progress Monitoring Team (EPMT) Meeting</p> <ul style="list-style-type: none"> ● EPMT Program Improvement Plan (CNA) ● ACCESS & WIDA Screener ● iReady Data (Reading & Math) ● Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ● Failure Rate: ● Chronic Abs: ● SBA Math 	<p>Formative Progress Monitoring Data Analysis: Allows EPMT to adjust CIA, programming, supports, and PD to ensure progress by the end of the school year.</p> <p>Quarterly: EPED Progress Monitoring Team (EPMT) Meeting</p> <ul style="list-style-type: none"> ● EPMT Program Improvement Plan (CNA) ● ACCESS (mid assessment alignment to ACCESS) ● iReady Data (Reading & Math) ● Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ● Failure Rate: ● Chronic Abs: ● SBA Math ● SBA Reading ● NGSS (HSA) Science 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for EPMT...</p> <p>End of Year: EPED Progress Monitoring Team (EPMT) Meeting</p> <ul style="list-style-type: none"> ● EPMT Program Improvement Plan (CNA) ● ACCESS & WIDA Screener ● iReady Data (Reading & Math) ● Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ● Failure Rate: ● Chronic Abs: ● SBA Math ● SBA Reading ● NGSS (HSA) Science <p>EPMT Analysis: Post - Assessment - Reading & Math</p>

	<ul style="list-style-type: none"> • SBA Reading • NGSS (HSA) Science <p>EPMT Analysis: Pre-Assessment - Reading & Math</p> <ul style="list-style-type: none"> • ACCESS & WIDA Screener • iReady Reading & Math 	<p>EPMT Analysis: Mid - Assessment - Reading & Math</p> <ul style="list-style-type: none"> • ACCESS • iReady Reading & Math 	<ul style="list-style-type: none"> • ACCESS • iReady Reading & Math
	<p><u>SPED Progress Monitoring Team (SPMT) Formative Progress Monitoring Data Analysis:</u> Allows for collection of baseline data to establish current levels of performance which will allow SPMT to assist teachers with appropriate curriculum pacing and accommodations/modifications to instruction to meet IDEA eligible student needs.</p> <p>Baseline: SPED Progress Monitoring Team (SPMT) Meeting</p> <ul style="list-style-type: none"> • SPMT Program Improvement Plan • iReady Data (Reading & Math) • GRAVE • Behavioral Data: <ul style="list-style-type: none"> ◦ Discipline ◦ BSP • Failure Rate: • Chronic Abs: • SBA Math • SBA Reading • NGSS (HSA) Science • IEP Progress Reports Collective Data <p>SPMT Analysis: Pre-Assessment Analysis</p> <ul style="list-style-type: none"> • GRADE • iReady Reading & Math 	<p>Formative Progress Monitoring Data Analysis: Allows SPMT to adjust CIA, programming, supports and PD to ensure progress by the end of the school year.</p> <p>Quarterly: SPED Progress Monitoring Team (SPMT) Meeting</p> <ul style="list-style-type: none"> • SPMT Program Improvement Plan • iReady Data (Reading & Math) • READ • Behavioral Data: <ul style="list-style-type: none"> ◦ Discipline ◦ BSP • Failure Rate: • Chronic Abs: • SBA Math • SBA Reading • NGSS (HSA) Science <p>SPMT Analysis: Mid-Assessment Analysis</p> <ul style="list-style-type: none"> • GRADE • iReady Reading & Math • IEP Progress Reports Collective Data 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for SPMT...</p> <p>End of Year: SPED Progress Monitoring Team (SPMT) Meeting</p> <ul style="list-style-type: none"> • SPMT Program Improvement Plan • iReady Data (Reading & Math) • READ • Behavioral Data: <ul style="list-style-type: none"> ◦ Discipline ◦ BSP • Failure Rate: • Chronic Abs: • SBA Math • SBA Reading • NGSS (HSA) Science <p>SPMT Analysis: Post - Assessment Analysis</p> <ul style="list-style-type: none"> • GRADE • iReady Reading & Math • IEP Progress Reports Collective Data

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<p>Grade Level (GL) Teams</p>	<p>Formative Progress Monitoring Data Analysis: Allows for Teams to establish baseline data. This will allow GL Teams to establish current levels of performance allowing adjustment to pacing and appropriate CIA.</p> <p>Baseline: Team KID Talk Student Monitoring</p> <ul style="list-style-type: none"> ● GL Teams Improvement Plan ● RTI A - Academics Data <ul style="list-style-type: none"> ○ iReady Data - Reading & Math ● RTI B - Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ○ Behavioral Screeners, Observations... ● Failure Rate: ● Chronic Abs: ● SBA Math ● SBA Reading ● NGSS (HSA) Science/Amplify ● Department/GL Pre/Post assessments (e.g., Social Studies - writing samples, grade 6: LDS- grade 5 SBA & iReady BOY diagnostics) ● ACCESS & WIDA Screener <p>Weekly: Team KID Talk Student Monitoring</p> <ul style="list-style-type: none"> ● Team intermittent student progress reviews: anecdotal/ SBA/ IReady/ progress reports/ BSP SMART goals... <p>Team Analysis: Pre-Assessments - Reading & Math</p> <ul style="list-style-type: none"> ● iReady Reading & Math 	<p>Formative Progress Monitoring Data Analysis: Allows GL Teams to adjust CIA, supports and identify PD to ensure progress by the end of the school year.</p> <p>Quarterly: Team KID Talk Student Monitoring</p> <ul style="list-style-type: none"> ● GL Teams Improvement Plan ● RTI A - Academics Data <ul style="list-style-type: none"> ○ iReady Data - Reading & Math ● Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ● Failure Rate: ● Chronic Abs: ● SBA Math ● SBA Reading ● NGSS (HSA) Science/Amplify ● Department/GL miscellaneous CFAs - Mid progress review <p>Team Analysis: Mid -Assessments - Reading & Math</p> <ul style="list-style-type: none"> ● iReady Reading & Math ● Math/SBA Math <ul style="list-style-type: none"> ○ Go Math module assessments, independent practice ○ SBA IAB ○ Khan Academy ○ Exit passes ○ Do nows ○ Cornell Notes ○ Kahoot <p>Weekly: Team KID Talk Student Progress Monitoring</p> <ul style="list-style-type: none"> ● Team intermittent student progress reviews: anecdotal/ SBA/ IReady/ 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for GL Teams to...</p> <p>End of Year: Team KID Talk Student Monitoring</p> <ul style="list-style-type: none"> ● GL Teams Improvement Plan ● iReady Data (Reading & Math) ● RTI A - Academics Data <ul style="list-style-type: none"> ○ iReady Data - Reading & Math ● RTI B - Behavioral Data: <ul style="list-style-type: none"> ○ Discipline ○ BSP ○ Behavioral Screeners, Observations... ● Failure Rate: ● Chronic Abs: ● SBA Math ● SBA Reading ● NGSS (HSA) Science/Amplify ● Department/GL Pre/Post assessments (e.g., Social Studies - writing samples, grade 6: LDS- grade 5 SBA & iReady BOY diagnostics) ● ACCESS & WIDA Screener <p>Team Analysis: Post-Assessments - Reading & Math</p> <ul style="list-style-type: none"> ● iReady Reading & Math ● Go Math module exams ● SBA IAB
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	<ul style="list-style-type: none"> ● Math/SBA Math <ul style="list-style-type: none"> ○ Go Math module assessments, independent practice ○ Khan Academy ○ Exit passes ○ Do nows ○ Cornell Notes ○ Kahoot 	<p>progress reports/ BSP SMART goals...</p>	
Individual Teachers	<p>Formative Progress Monitoring Data Analysis: Allows individual teachers to gather baseline data. This will allow GL Teachers to establish current levels of performance allowing adjustment to pacing and appropriate CIA.</p> <p>Class Analysis: Pre- Analysis</p> <ul style="list-style-type: none"> ● Pacing Guide Assessments <ul style="list-style-type: none"> ○ CFA ○ Summative ● iReady Reading <ul style="list-style-type: none"> ○ Close Reading - Lexile Level ● iReady Math ● Behavioral Data: ● Failure Rate: ● Chronic Abs: 	<p>Formative Progress Monitoring Data Analysis: Allows Team Teachers to adjust CIA, supports and identify individual PD to ensure progress by the end of the school year.</p> <p>Class Analysis: Mid - Analysis</p> <ul style="list-style-type: none"> ● Pacing Guide Assessments <ul style="list-style-type: none"> ○ CFA ○ Summative ● iReady Reading <ul style="list-style-type: none"> ○ Close Reading - Lexile Level ● iReady Math ● Behavioral Data: ● Failure Rate: ● Chronic Abs: 	<p>Summative Measures Progress Monitoring Data Analysis: Allows for Individual Teachers to...</p> <p>Class Analysis: Post - Analysis</p> <ul style="list-style-type: none"> ● Pacing Guide Assessments <ul style="list-style-type: none"> ○ CFA ○ Summative ● iReady Reading <ul style="list-style-type: none"> ○ Close Reading - Lexile Level ● iReady Math ● SBA Math ● SBA Reading ● Behavioral Data: ● Failure Rate: ● Chronic Abs:

Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<p>1. Decrease Chronic Absentee by 2% - 7% <i>(SY 2018/19 Scores compared to SY 20/21 End of Year)</i></p> <ul style="list-style-type: none"> a. SPED 33% = 31% - 26% b. EL 23% = 21% - 16% c. Disadvantaged (SES) 51% = 49% - 44% d. ALL 23% = 21% - 16% 	<p>1. 100% of teachers will develop and implement required areas on their Pacing Guides (Migliacci)</p> <ul style="list-style-type: none"> a. <i>Tiered Instructional Strategies Interventions & Enrichment</i> (Tier 1, 2, & 3; EL; SPED; 504; Pre-referral ...) b. <i>Formative (CFA) & Summative Assessments</i> 	<ul style="list-style-type: none"> ● Administration ● DMS Leadership Team ● Title 1 Coordinator ● RTI B Coordinator

<p>2. iReady Assessment End of Year Growth by 2% - 7%. (SY 2018/19 Scores compared to SY 20/21 End of Year) (4.22.20 LDS)A</p> <p>1. Reading</p> <ul style="list-style-type: none"> a. SPED 3% = 5% - 10% b. EL 2.5% = 4.5% - 9.5% c. Disadvantaged (SES) 1% = 3% - 8% d. ALL 25% = 27% - 32% <p>2. Math</p> <ul style="list-style-type: none"> a. SPED 0% = 2% - 7% b. EL 1% = 3% - 8% c. Disadvantaged (SES) 0% = 2% - 7% d. ALL 24% = 26% - 31% <p>3. Increase in academic achievement in SBA Reading and Math by 2% - 7%. (SY 2018/19 Scores compared to SY 20/21)(4/22/20 LDS)</p> <ul style="list-style-type: none"> a. SBA Reading <ul style="list-style-type: none"> SPED 0% = 2% - 7% ■ EL 3.1% = 5.1% - 10.1% ■ Disadvantaged (All) 23% = 25% - 30% b. SBA Math <ul style="list-style-type: none"> ■ SPED 1.7% = 3.7% - 8.1% ■ EL 1.3% = 3.3% - 8.3% ■ Disadvantaged (All) 8.2% = 10.2% - 15.2% <p>4. Decrease in grade level incidents by 2% - 7%. (Excludes Class D incidents. Source LDS - SY 2018/19 Scores compared to SY 20/21)</p> <ul style="list-style-type: none"> a. Grade 6 <ul style="list-style-type: none"> ■ SPED 13% = 11% - 6% ■ EL 50% = 48% - 43% ■ Disadvantaged (All) 78% = 76% - 71% b. Grade 7 <ul style="list-style-type: none"> ■ SPED .08% = 0% ■ EL 45% = 43% - 38% ■ Disadvantaged (All) 80% = 78% - 73% c. Grade 8 <ul style="list-style-type: none"> ■ SPED 0% = 0% ■ EL 0% = 0% 	<ul style="list-style-type: none"> c. VL: Learning Intentions & Success Criteria (Formerly - Learning Targets) d. Vocabulary (EL) <p>2. Increase the numbers of teachers implementing school wide initiatives with fidelity by 50%</p> <ul style="list-style-type: none"> a. iReady Reading & Math implementation during RTI A Block b. Pacing Guides Implementation <ul style="list-style-type: none"> ■ VL: Learning Intentions & Success Criteria (Teacher Clarity) ■ Common Formative & Summative Assessment c. 3 Instructional Strategy Implementation <ul style="list-style-type: none"> ■ Close Reading daily (except on Mondays) ■ Student Self Assessment ■ HOTs d. DMS Multi-Tiered System of Supports (MTSS) - Positive Behavioral Intervention Plan (Referral Process) e. Middle School Philosophy (AMLE) <ul style="list-style-type: none"> ■ Kid Talk ■ Homeroom/Advisory/PBIS/SEL (Second Step) ■ HERO Points 	<ul style="list-style-type: none"> ● ELL Progress Monitoring Team (EPMT) ● SPED Progress Monitoring Team (SPMT) ● Safety Committee
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■ Disadvantaged (All) 77% = 75% - 70%	
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Innovation in Support of the Core: School Design and Student Voice

Part V

DMS funded activities are aligned to reinforce our Multi Tiered Systems of Support (MTSS) for all learners (EL, SPED, 504...), as referenced in details included on pages 9 - 19. Funding includes (but not limited to) professional development, sub funds, monitoring, analysis & support activities/systems, curriculum materials and supplies.

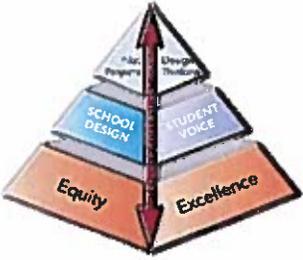
	Enabling Activities	Budget (Include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (Includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (Includes frequency)
Fall Semester	PC Waiver Day - Professional Development (Breakout Sessions) Differentiated PD to build continuity for new staff and build capacity for returning staff <ul style="list-style-type: none"> 3 Instructional SW Strategies & Pacing Guide Template (New & Identified Teacher) VL: Foundations Training Data Analysis Training (HCIL) Leadership Facilitation Training (HCIL) 	\$5,000 (Title I) & CSI request	Data analysis through Departments, teams, monthly Leadership meetings... Increase in survey, learning walk and academic (grades, i-ready, formative assessment) results	Teacher Walkthroughs & Admin Mini-Learning Walks Leadership Data Team Analysis		
Spring Semester	PC Waiver Day - Professional Development (Breakout Sessions) Differentiated PD to build continuity for new staff and build capacity for returning staff <ul style="list-style-type: none"> 3 Instructional SW Strategies & Pacing Guide Template (New & Identified Teacher) VL: Foundations Training Data Analysis Training (HCIL) Leadership Facilitation Training (HCIL) 	\$5000 (Title I) & CSI request	Data analysis through Departments, teams, monthly Leadership meetings... Increase in survey, learning walk and academic (grades, i-ready, formative assessment) results	Teacher Walkthroughs & Admin Mini-Learning Walks Leadership Data Team Analysis		
	WASC		WASC Self-Study			
Year-Long	Professional Development <ul style="list-style-type: none"> Sub Costs Registration Fees SOIF 	\$24,000 (Title I) 8,000 (Title I)	Data analysis through Departments, teams, monthly Leadership meetings...	Quarterly Leadership Meetings, Learning Walks		

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	Subscriptions Classroom Support <ul style="list-style-type: none"> ● KUTA ● iReady ● Flocabulary ● Newsela ● Credit Recovery (Fuel Education) ● SEL (Second Step) ● Amplify ● Hero Technology Support <ul style="list-style-type: none"> ● GoGuardian ● Smart Sign (Inv.) ● WeSurvey ● Educational Network Innovation Learning Center Audio/Visual R&M; supplies for ILC, MPR, Cafe, etc.	(\$45,000) (Title I) \$25,000 (Title I) \$ 5,000 (Title I)	Data analysis through Departments, teams, monthly Leadership meetings...			
	Curriculum Material Support (classroom supplies) (Springboard wkbks., Amplify supplies, Math wkbks.)	\$30,000 (Title I)	Teacher Walkthroughs & Admin Mini-Learning Walks	Teacher Walkthroughs & Admin Mini-Learning Walks		
	21 Hour PD <ul style="list-style-type: none"> ● iReady Program ● SONDAY & Touch Math ● Goalbook ● Data Collection, Analysis, Plan Development & Monitoring (Data collection & monitoring sheets) PD ● Assistive Technology ● Behavioral support plan development & implementation/integration in the regular education setting. ● Classroom management consultation & training. 	0	Teacher Walkthroughs & Admin Mini-Learning Walks	Teacher Walkthroughs & Admin Mini-Learning Walks		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note it at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a "Forward Focus" Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
<p>In order to sustain and continue our academic improvement initiatives, we are hoping to hire an experience coaching PTT to assist with the following:</p> <ul style="list-style-type: none"> ● Working with our new/continuing teachers to implement our school wide instructional strategies: <ul style="list-style-type: none"> 3 Instructional Strategies: <ol style="list-style-type: none"> 1. Close Reading 2. Student Self-Assessment 3. HOTS Visible Learning <ol style="list-style-type: none"> 1. Learning Intentions & Success Criteria (LISC): Student Self-Assessment Alignment 2. Teacher Clarity - Planning & CIA Alignment ● PTT will use the following types of support strategies <ul style="list-style-type: none"> ○ Modeling strategies in the classroom (example: I do, we do, you do...) ○ PD and Training on the School Wide Strategies ○ Coaching supports and debriefs ○ and any other support strategies necessary for teacher success 	<p>To ensure PD initiatives are sustained and supported to allow for implementation fidelity to support student academic growth.</p> <p>Current DMS budget does not allow us to purchase any instructional coaches due to budgetary cuts.</p>	<p>Student academic growth & achievement align to AP measures.</p>

Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Sanford B. Dole Middle School

Date: 6/5/20

Directions:		
<ol style="list-style-type: none"> 1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. 2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). 3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. 		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Pages 1 - 5 Evidence & Rationale for Change Page 7 Foundation for Change	1920 DMS CNA DMS Leadership Meeting Minutes
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	Pages 7 & 8 Key HIDEOE & School Initiatives Addressed in the Plan	1920 DMS CNA SCC Assurances DMS Academic Plan Role Group Input Sheets
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all	Pages 19 - 21 Innovation in Support of the Core: School Design & Student Voice Part 2	1920 DMS CNA DMS Leadership Meeting Minutes