



Three-Year Academic Plan 2017-2020



Jarrett Middle School
1903 Palolo Avenue
Honolulu, Hawaii 96816

Our Mission:

William Paul Jarrett Middle School, in partnership with our families and community, strives for the highest by being caring, responsible lifelong learners who make a difference.

Submitted by Dr. Reid Kuba	Date
Signature:	

Approved by CAS Ruth Silberstein	Date
CAS Signature:	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

JMS recently went through WASC **Accreditation** in 2016. JMS was awarded a 6 year accreditation with the following recommendations.

2015-16 WASC Visiting Committee Recommendations (6 Year Cycle w/ 3 Year Midterm Visit)

1. Continue to refine programs and engage in teaching practices that help to reduce the learning gap and the amount of students who are below proficiency ***
2. Continue to refine and align Instructional Team (Data Teams) systems to increase student achievement ***
3. Create a school environment and culture that focuses on and values learning ***
4. Increase parent & stakeholder involvement in student learning ***
5. Implement instruction that engages students (e.g., IDU's, hands-on activities, EDP's) ***
6. Integrate the GLOs into the curricula ***
7. Continue to provide opportunities for service learning ***
8. Increase student leadership opportunities.
9. Continue to update technology needs ***
10. Refine and seek out a range of services for failing students ***
 - a. Refine support classes,
 - b. Refine and add PBS activities,
 - c. Increase student involvement in programs
11. More professional development to match content area needs.
12. Increase the number of school level mentors for new teachers
13. Create transition opportunities for eighth graders going to high school

*** denotes an ongoing endeavor

JMS is also a **Title I School** whose **Comprehensive Needs Assessment** shows the following needs.

Comprehensive Needs Assessment Areas of Growth (2016-2017)

- Refine and implement thematic IDU's within each grade level involving all core and noncore classes to include how all GLO's will be addressed, differentiated instructional strategies and service learning.
- Implement Professional Development/Best Practices for "what are the next steps" after analyzing the school-wide data to drive the day-to-day classroom instruction as well as guide the school in "how will you know if the steps are effective and driving instruction to improve student learning"
- Provide students more opportunities to engage in hands-on activities.

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Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- ELL Student Needs:
 - Increased academic support
 - Differentiated curriculum at their academic level
 - Additional academic opportunities. Particularly in ELA.
- Micronesian Student Needs:
 - Increased academic support
 - Increased parent and family academic involvement
 - Increased academic responsibility
 - Access to life experiences that expand on their prior-knowledge base
- Low SES Student Needs:
 - Increased academic support
 - Increased parent and family academic opportunities
 - Increased parent and family academic involvement
 - Balance of academic personal responsibility and school support
 - Financial support for educationally related activities
 - Access to life experiences that expand on their prior-knowledge base
 - Clear parameters on the written and unwritten “rules” of academia and the “middle class.”

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Principal	1. Goal 1, 2, 3
2. Vice Principal	2. Goal 1, 2, 3
3. Curriculum Coordinator	3. Goal 1, 2, 3
4. Math Department Chair	4. Goal 1 - Math, Goal 2, 3
5. English Department Chair	5. Goal 1 - ELA, Goal 2, 3
6. Social Studies Department Chair	6. Goal 1 - SS, Goal 2, 3
7. Science Department Chair	7. Goal 1 - Science, Goal 2, 3
8. SpEd Department Chair	8. Goal 1 - SpEd, Goal 2, 3
9. Electives Department Chair	9. Goal 1 - Electives, Goal 2, 3
10. Counseling Department Chair	10. Goal 1 - Counseling, Goal 2, 3
11. 6 th Grade Level Chair	11. Goal 2, 3
12. 7 th Grade Level Chair	12. Goal 2, 3
13. 8 th Grade Level Chair	13. Goal 2, 3
14. Registrar & SAC	14. Goal 1 - Counseling, Goal 2 - AVID Coord, Goal 3 - SAC
15. SSC	15. Goal 1 - SpEd
16. Title I and III	16. Goal 2 - Title I, Goal 3 - Title III

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ❑ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ❑ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ❑ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ❑ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
May 2018 <ul style="list-style-type: none">● Expose all students to 3D technology and zSpace lab <i>to implement instruction that engages students and update technology on campus.</i>● Expose all students to IXL Math <i>to help to reduce the learning gap and the amount of students who are below proficiency.</i>● Increase usage of Imagine Learning for ELL Students and struggling readers <i>to help to reduce the learning gap and the amount of students who are below proficiency.</i>● Expose all students to GLAD Instructional Strategies <i>to help to reduce the learning gap and the amount of students who are below proficiency with a specific focus on ELL students.</i> GLAD professional development will also help to development best practices for “what are the next steps” after analyzing the school-wide data to drive the day-to-day classroom instruction.● Continue to implement AVID and Visible Learning Instructional Strategies in the classroom <i>to help to reduce the learning gap and the amount of students who are below proficiency.</i> Learning more about AVID and Visible Learning instructional strategies will help develop best practices that drive day-to-day classroom instruction.● Continue to implement CER in all classrooms <i>to increase the level of thinking within our students.</i> Work for and provide support for implementation of CER in elementary schools.● Continue to implement School Wide Instructional Strategies <i>that provide all our students with continuity & consistency.</i> (See Attached List of School Wide Instructional Strategies)	See the rationale imbedded in the “Outcome” column related to WASC and CNA areas of growth.

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May 2019

- Provide more opportunities for all students to utilize 3D technology and the zSpace lab and begin exposure to Makerspace to move to the APPLICATION phase of technology use
- Continue the usage of Imagine Learning for ELL Students and struggling readers
- Continue to utilize IXL Math
- Continue to implement GLAD Instructional Strategies to increase all students' language acquisition
- Continue to implement AVID and Visible Learning Instructional Strategies in the classroom with "JMS proven" best practices.
- Continue to implement CER in all classrooms to increase the level of thinking within our students. Provide support to feeder elementary schools to implement and institutionalize the use of CER.
- Continue to implement School Wide Instructional Strategies that provide all our students with continuity & consistency

May 2020

- Continue to explore ways to APPLY 3D technology and the zSpace lab alongside a Makerspace
- Continue the usage of Imagine Learning for ELL Students and struggling readers
- Continue to utilize IXL Math
- Continue to implement GLAD Instructional Strategies to increase all students' language acquisition
- Institutionalize "JMS proven" AVID and Visible Learning Instructional Strategies in the classroom.
- Institutionalize CER in all classrooms and feeder elementary schools to increase the level of thinking within our students.
- Institutionalize School Wide Instructional Strategies that provide all our students with continuity & consistency

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Planning				Funding		I n t e r i m e a s u r e s o f P r o g r e s s
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activit y	ART Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress	

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<p>English Department: <u>Goal #1:</u> All students will show growth in their reading ability. <u>Rationale:</u> Many students arrive at JMS reading below proficiency Lexile levels. In order for them to succeed in the future, it is imperative that they improve their reading fluency and comprehension.</p> <p><u>Goal #2:</u> All students will show growth in their writing ability. <u>Rationale:</u> Students need to be able to express themselves in written form in a variety of writing genres and transfer their thought process to written form in a coherent manner to advocate for themselves in society.</p> <p><u>Goal #3:</u> All students will show growth in their speaking and listening abilities. <u>Rationale:</u> Being able to express oneself effectively, and also listening to understand is essential for our students to become contributing members of society. Most JMS students are from foreign backgrounds, so it is vital that their speaking and listening skills improve.</p>	<ul style="list-style-type: none"> • Accelerated Reader program • Exposure to fiction and informational texts on a regular basis through Springboard curriculum and supplemental materials • Modeling of expressive and fluent reading • Preview text before reading • Critical reading practices • P.U.C.-ing the text • Exposure to tests above their Lexile level • Imagine Learning <ul style="list-style-type: none"> • Persuasive Language • Passive vs. Active Voice • Rhetorical Devices • Formal vs. Informal Mood • ELA Conventions • Vocabulary Cards/ Word Walls <ul style="list-style-type: none"> • Socratic Seminars • Philosophical chairs • Listening to understand 	17-20	<p>ELA Dept Chair</p> <p>Curr. Coord.</p>	<p>WSF Teachers, PTTs, Books for the Media Center, Planning Days, Stipends for additional work.</p> <p>Title I Springboard materials, Imagine Learning, Accelerated Reader, Teacher, PTTs, eValuate ELA, Books for the Media Center, Planning Days, Stipends for additional work.</p> <p>Title III Imagine Learning</p>	<p>Monitor Student Improvement through Star Test Data. Quarterly reset of reading levels to match student growth will occur.</p> <p>All students will show an increase of at least 50 Lexile measures over the course of a year's instruction, as indicated through periodic STAR evaluation.</p> <p>Pre and Post Unit Writing Tasks</p> <p>All students will show an increase of at least one achievement level in the CCSS Writing standards over the course of a unit. Baseline data will be formulated through a unit pre-assessment.</p> <p>All students will show an increase of at least one achievement level in the CCSS Speaking and Listening Standards over the course of a unit. Baseline data will be formulated through a unit pre-assessment.</p> <p>Pre and Post Test Speaking and Listening Tasks.</p>
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<p>Math Department: <u>Goal #1:</u> Upon graduation from JMS, students will be fluent in math calculations. <u>Rationale:</u> Students need mastery of basic arithmetic and concepts in order to be prepared for real world experiences that involve critical thinking and problem solving.</p> <p><u>Goal #2:</u> Upon graduation from JMS, students will be able to use their problem solving skills to solve real-world problems at grade level. <u>Rationale:</u> Students need to be able to think critically, work collaboratively, and apply their problem skills to complex problems involving real-world situations.</p>	<ul style="list-style-type: none"> ● Master basic arithmetic (addition, subtraction, multiplication, and division) ● Master basic math concepts (fractions, decimals, percent) ● Application of arithmetic and basic concepts to real world problems ● Utilize the IXL math program ● Utilize Imagine Learning Math program (Think it Through Math) <ul style="list-style-type: none"> ● Teach students to think critically ● Engage in real world problems (Performance Tasks) ● Persevere through complex problems (Performance Tasks) ● Use math language to explain thinking (CER - PERC) ● Provide opportunities to work collaboratively (CER - PERC) 		<p>Math Dept Chair</p> <p>Curr. Coord.</p>	<p>WSF Teachers, IXL Math, Technology for online programs, Go Math Materials, Planning Days, Stipends for additional work.</p> <p>Title I IXL Math, Technology for online programs, Go Math Materials, eValue Math, Planning Days, Stipends for additional work.</p> <p>Title II Imagine Learning Math</p>	<p>90% or more of the students will show improvement in the following:</p> <ul style="list-style-type: none"> ● Basic arithmetic assessments (addition, subtraction, multiplication and division) ● Basic math concepts assessments (fractions, decimals, percent) ● Application of arithmetic and basic concepts to real world problems <ul style="list-style-type: none"> ● All students will improve in their student reflection and self-assessment rubrics which will be used to assess Performance Tasks and (CER) PERC activities. ● eValue and IXL data will be used to assess for mathematical gaps. All classes will show improvement in eValue scores. ● All students will gain the skills necessary for solving real world problems and performance tasks.
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<p>Science Department: <u>Goal #1:</u> Students will be able to identify independent and dependent variables to form a hypothesis for scientific investigations. <u>Rationale:</u> This ability is a common benchmark, a problem solving life skill, and a basis for scientific investigation.</p> <p><u>Goal #2:</u> Students will plan and analyze data for scientific investigation that answers real-world research questions. <u>Rationale:</u> Students need to have the skills to learn and apply the relationship between scientific investigations and real-world problem solving skills.</p>	<ul style="list-style-type: none"> ● Learn independent variables (ex. graphic organizers, Cornell notes, P.U.C.ing the text, labs, AVID strategies) ● Learn dependent variables (ex. graphic organizers, Cornell notes, P.U.C.ing the text, labs, AVID strategies) ● Learn how to form hypothesis using variables ● Engage students in hands-on activities, real-life field trips and activities, and labs to accomplish the above. ● Learn how to properly set up data tables and graphs. ● Learn how to properly analyze data. 		<p>Science Dept Chair</p> <p>Curr. Coord.</p>	<p>WSF Teachers, Science (EDP and SIP) Supplies, Makerspace Lab Supplies, Field Trip entrance and bus fees, Planning Days, Stipends for additional work.</p> <p>Title I 3D Technology Lab, Makerspace Lab Supplies, Planning Days, Stipends for additional work.</p> <p>CTE 3D Technology Lab, Makerspace Lab Supplies</p> <p>Other (Donations) 3D Technology Lab, Makerspace Lab Supplies</p>	<p>All students will show gains on Pre-test, Mid-tests, and Post-tests that will be used to measure the following:</p> <ul style="list-style-type: none"> ● # of students who correctly identify the variable(s) ● # of students who correctly create hypothesis <p>All students will show improvements in their ability to set up data tables and graphs and to analyze that data. Pre-test and Post-tests will be used.</p>
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<p>Social Studies Department: <u>Goal #1:</u> Students will improve critical reading skills to help them better understand historical text, primary sources, and current issues. <u>Rationale:</u> Majority of our students are reading below grade level and struggle to comprehend historical nonfiction texts and concepts.</p> <p><u>Goal #2:</u> Students will improve their skills in academic writing so they can critically engage with history. <u>Rationale:</u> Students routinely struggle with expressing their ideas through written form from a simple summary to an analysis of an historical event.</p>	<ul style="list-style-type: none"> ● Quarterly TeenBiz goals ● Exposure to grade level text and vocabulary ● Use CER and IVF strategies ● Use Thinking maps <ul style="list-style-type: none"> ● Use of CER and IVF strategies ● Research paper ● Persuasive writing pieces ● Essay and One-pagers ● Thinking maps and other graphic organizers ● Peer editing 		<p>Social Studies Dept Chair</p> <p>Curr. Coord.</p>	<p>WSF Teachers, Achieve3000, Planning Days, Stipends for additional work.</p> <p>Title I Achieve3000 Subscription, Makerspace lab supplies, Planning Days, Stipends for additional work.</p>	<ul style="list-style-type: none"> ● 100% of students will show Lexile level gains through TeenBiz. ● Grade level and school will post a 50+ annual Lexile gain. ● CER scores will show improvement in quality and addressed in Instructional Teams ● Formal research paper- percentage of A's and B's will increase by at least 10% ● CER scores will show improvement in quality and addressed in Instructional Teams
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<p>SpEd Department: <u>Goal #1:</u> Maintain/Increase communication skills of FSC/SMI students that leads to independent adult living. <u>Rationale:</u> Students in FSC/SMI classes lack the skills to communicate effectively to survive independently in society.</p> <p><u>Goal #2:</u> Maintain/Increase social skills of FSC/SMI students that leads to independent adult living. Increase: 1) Appropriate behavior skills in/out of community, 2) knowledge of survival skills, 3) alternative means of communication through the use of adaptive devices. <u>Rationale:</u> Students in FSC/SMI classes lack the social skills to effectively survive independently in society.</p> <p><u>Goal #3:</u> Increase the safety awareness in FSC/SMI students to be able to survive independently in society. <u>Rationale:</u> Students in FSC/SMI classes need to learn basic survival skills like understanding traffic signs, to live independently in society.</p>	<ul style="list-style-type: none"> • Practice using alternative communication devices (voice output) • Ask/answer personal information & questions • Learn different communication programs/apps on iPads and computers • Picture/word games to practice articulation • Survival words matching games • Functional reading, writing, & money skills • Participate cooperatively in turn-taking activities like educational board games, and educational card games. • Service learning and community service (GenEd students assisting with SpEd students in FSC/SMI classes) (e.g., Read aloud to students, reciprocal play) • SMI: Use of voice output device to socialize during school day. • Use of Hoyer Lift to transport student from point A to point B (SMI) • Community Based Instruction (CBI) to generalize survival words and signs. • Adaptive equipment for mobility and positioning e.g., therapy tables, therapy mats, bolsters, feeder chair wedges). 		<p>SpEd Dept Chair</p> <p>Student Services Coord.</p>	<p>WSF Technology devices, Planning Days, Stipends for additional work.</p> <p>TITLE I Planning Days, Stipends for additional work.</p> <p>IDEA Teachers, Communication devices</p> <p>Other Article VI Teacher</p>	<ul style="list-style-type: none"> • Speech/Language Objectives • All students will gain at least 1 year in their Goals & Objectives in their IEP's • All students will gain at least 1 year in their Goals & Objectives in their IEP's • All students will gain at least 1 year in their Goals & Objectives in their IEP's
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<p>Counseling Department: <u>Goal #1:</u> Increase individual student attendance rates each quarter. <u>Rationale:</u> JMS struggles with many tardies and high chronic absenteeism. Strong attendance rates instill a good work ethic which is needed for future career success. High attendance rates are correlated with student success in achievement.</p> <p><u>Goal #2:</u> Incorporate GLOs into school life. <u>Rationale:</u> Character development aligns with middle school concept</p> <p><u>Goal #3:</u> JMS Students will engage in career activities and begin to think about college by getting better graders. <u>Rationale:</u> Aligned with DOE mission; vision of a DOE student is to be college and career ready. Due to the low SES demographics, JMS students need to know the possibilities and the hope of changing their pathway in life.</p>	<ul style="list-style-type: none"> • Assign adult mentors with students identified as “at risk.” • Use the LDS to identify students “at risk” of falling into the chronically absent range. • Use quarterly assemblies to acknowledge and celebrate students with good attendance rates. <ul style="list-style-type: none"> • Advisory activities addresses GLOs. • Positive behavior support eligibility criteria will reflect GLOs. • Use of JTV will reinforce the meaning of being a caring, responsible, lifelong learner. <ul style="list-style-type: none"> • Use of AA activities reflect student explorations of college, career pathways and student preferences. • Career Day exposes students to post-secondary career opportunities. 		<p>Couns. Dept Chair</p> <p>Registrar</p> <p>Couns. Dept Chair</p>	<p>WSF Counselors, Attendance Incentives, Buses for Career Day and Service Learning Projects, JTV Media Equipment and Supplies, TARO PBS Incentives, Stipends for additional work.</p> <p>Title I Attendance Incentives, buses for Career Day, JTV Media Equipment and Supplies, Student Planners for all students, TARO Incentives, Stipends for additional work.</p> <p>Other – P20: Buses for Career Day, JMS Foundation: Buses, Attendance, and TARO PBS Incentives</p>	<ul style="list-style-type: none"> • Infinite Campus attendance data. Chronic absenteeism will decrease by at least 5% • Infinite Campus tardy data. # of students who qualify for incentive programs will increase by 5%. <p>•Decrease by 10% of Class A and B offenses.</p> <p>• Reduction by 5% of the number of students with D’s and F’s on Quarterly Report Cards</p>
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<p>Electives Department: Goal #1: Students will learn and apply the idea that the whole person is just as important as the sum of its parts. Rationale: In the HIDEOE, our students' focus during the school day is mainly academic core content. Exposure to and experience with activities that develop the whole child is necessary for a balanced life.</p>	<p><u>Band:</u> Provide performance opportunities both in and out of school, allowing work with students at the elementary and secondary school levels. <u>PE:</u> Fitness activities, new PE - dance, balancing activities (spooner board, indo board), Cooperative games etc. <u>Robotics, Design, Simple Machine:</u> Students will be exposed to different problem solving lessons from the curriculum and create a solution.</p>		<p>Electives Dept Chair</p>	<p>WSF Teachers, Planning Days, Stipends for additional work.</p>	<p>100% of elective students will show growth and improvement in the various assessments of learning.</p>
	<p><u>Band:</u> Students will learn how to perform together in a social musical setting, and will learn etiquette of performance and attending performances. <u>PE:</u> Team building activities, cooperative games, sportsmanship, following policies and procedures as well as activity rules. <u>Robotics, Design, Simple Machine:</u> Students will be exposed to working schedule and how to plan to meet a deadline.</p>		<p>Curr. Coord.</p>	<p>TITLE I Planning Days, Stipends for additional work.</p> <p>CTE Classroom project supplies</p>	<p><u>Band:</u> Smartmusic Assessment Protocols, Self, Peer, and Teacher formative and summative assessment <u>PE:</u> Fitnessgram. Self, peer and teacher assessments. Skills assessments. Videos, written assessments. <u>Robotics, Design, Simple Machine</u> Teacher made formative and summative assessments for each grade level.</p>
	<p><u>Band:</u> Provide access to multiple instrument practice, provide activities where music students can hear many different styles of musical and arts performance, and cultivate a classroom</p>				<p><u>Band:</u> Assessment based on current NAFME Benchmarks, MENC Nationals Standards <u>PE:</u> SPARK curriculum rubrics, HCPS and NASPE</p>

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<p><u>Rationale:</u> Our Students tend to lack confidence in themselves and trusting others. Through class activities taught and learned, students will be able to discover and identify their own skills so that they can gain the confidence to make a difference in their lives and their families lives.</p>	<p>open to many different cultural styles of music and the arts.</p> <p><u>PE:</u> Exposure to Yoga, Pilates, Boot Camp, Invasion Games, Team/Group activities (Socci, volleyball, basketball).</p> <p><u>Robotics, Design, Simple Machine:</u> Students will be introduced to many topics of study and have an opportunity to show how to apply skills to these topics.</p>				<p>Standards and benchmarks.</p> <p><u>Robotics, Design, Simple Machine</u></p> <p>Teacher made formative and summative assessments for each grade level.</p>
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Goal 2: Staff Success. Jarrett Middle School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p data-bbox="65 305 1734 345">May 2018</p> <ol data-bbox="128 378 1734 1206" style="list-style-type: none">1. Teachers & EA's will engage in GLAD Training throughout the year to learn, observe, plan, and implement research-based classroom strategies that specifically help ELL students, but are effective for all students. <i>JMS needs to refine programs and engage in teaching practices that help to reduce the learning gap and the amount of students who are below proficiency.</i>2. Teachers will be provided the time and tools to move beyond just the use of technology, and into the application of technology through 3D Computers and Makerspace. <i>JMS needs to continue to update technology needs, implement instruction that engages students, and provide students more opportunities to engage in hands-on activities.</i>3. Continue to provide the opportunities to engage in meaningful grassroots problem solving and implementation of effective instructional strategies through Department Instructional Teams. Focus will be on Visible Learning & AVID instructional strategies. <i>JMS has a need to refine and align Instructional Team (Data Teams) systems to increase student achievement. This focuses JMS on creating a school environment and culture that focuses on and values learning.</i>4. Teachers will continue to engage in planning and professional development days. Teachers will continue to be provided sub days to engage in content specific PD that come up throughout the year from district, state, and private sponsors. <i>These planning and professional development days addresses the need to:</i><ul data-bbox="222 963 1560 1206" style="list-style-type: none">○ <i>create PD to match content area needs,</i>○ <i>refine and implement thematic IDU's within each grade level involving all core and noncore classes,</i>○ <i>plan how to incorporate GLO's into the content curriculum,</i>○ <i>plan for differentiated instruction, and</i>○ <i>implement instructional strategies that move students beyond one year of learning.</i>○ <i>provide students more opportunities to engage in hands-on activities.</i> <p data-bbox="65 1287 1734 1328">May 2019</p> <ol data-bbox="128 1360 1734 1433" style="list-style-type: none">1. Teachers & EA's will be given the optional training in GLAD practices to go deeper throughout the year to learn, observe, plan, and implement research-based classroom strategies that specifically help ELL students, but are effective	<p data-bbox="1734 378 1969 703">See the rationale imbedded in the "Outcome" column related to WASC and CNA areas of growth.</p>

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for all students.

2. Teachers will continue be provided the time and tools to focus on the application of technology into classroom lessons.
3. Continue to provide the opportunities to engage in meaningful grassroots problem solving and implementation of effective instructional strategies through Department Instructional Teams. Focus will be on Visible Learning & AVID instructional strategies.
4. Teachers will continue to engage in planning and professional development days.
5. Teachers will continue to be provided sub days to engage in content specific PD that come up throughout the year from district, state, and private sponsors.

May 2020

1. Continue to implement and refine research-based classroom strategies that help all JMS students, and specifically help JMS ELL students
2. Teachers will continue be provided the time and tools to focus on the application of technology into classroom lessons specific to JMS students.
3. Continue to provide the opportunities to engage in meaningful grassroots problem solving and implementation of effective JMS instructional strategies through Department Instructional Teams. Focus will be on Visible Learning & AVID instructional strategies.
4. Teachers will continue to engage in planning and professional development days.
5. Teachers will continue to be provided sub days to engage in content specific PD that come up throughout the year from district, state, and private sponsors.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>More professional development to match content area needs.</p> <p>Continue to refine programs and engage in teaching practices that help to reduce the learning gap and the amount of students who are below proficiency.</p> <p>Create a school environment and culture that focuses on and values learning.</p>	<ul style="list-style-type: none"> • Guided Language Acquisition Design (GLAD) training for SY17-18 to assist learning effective teaching strategies for ELL students. • Continued GLAD training and support for SY18-19. • zSpace 3D Computer training for SY17-18 • IXL Math Training for SY 17-18 • ELL Imagine Learning Training ELA and Math for SY 17-20 • Micronesian Culture training for SY17-20 • Content Area training for SY17-20 as they become available by district, state, or private. • AVID Refresher trainings • Planning Days for SY17-20 • Dept Meetings for ELL training 	See enabling activities	<p>Curr. Coord.</p> <p>Dept. Chairs</p> <p>Admin.</p> <p>Title III Coord.</p> <p>AVID Coord.</p> <p>Grade Level Chairs</p>	<p>WSF</p> <p>Subs for training, school PD, and/or planning. Stipends for training, conference fees.</p> <p>Title I</p> <p>Subs for training, Subs for school PD, stipends for training, conference fees.</p> <p>Title II</p> <p>District funded training, supplies, and subs for GLAD training. District funded training for AVID.</p>	<ul style="list-style-type: none"> • StriveHI data will show a decrease of 5% in Well Below students. • WIDA data will show an increase of students testing out of ELL. • AMAO's – We hope to pass for the first time. • Increase in Grade Level Equivalent scores on Imagine Learning.

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Goal 3: Successful Systems of Support. The system and culture of Jarrett Middle School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p data-bbox="69 305 1734 341">May 2018</p> <ol data-bbox="126 373 1734 909" style="list-style-type: none">1. Consider and plan for ways to increase the amount of GLOs integrated throughout school programs and in the classroom. <i>This goal fulfills the need to increase the student efficacy in their learning and increase student leadership opportunities. Increasing the responsibility and application of GLOs by students will allow teachers the support to focus on classroom instructional practices.</i>2. Increase parent school involvement and parent home involvement in their child's education. <i>Increasing parent & stakeholder involvement in student learning will increase student achievement. JMS needs a school environment and culture that focuses on and values learning and increasing student achievement. Positive parent involvement in school supports the faculty in the work they do on a daily basis.</i>3. Support teacher's professional and classroom technology needs. <i>To prepare our students for college and careers, JMS needs to continue to update technology needs. In addition, increasing teacher work efficiency through technology ultimately allows more time for classroom planning.</i>4. Continue to build teacher efficacy through the implementation of Department Instructional Teams. <i>Department Instructional Teams allow teachers the freedom to apply their professional knowledge to solve real-world school issues.</i> <p data-bbox="69 990 1734 1026">May 2019 and 2020</p> <ol data-bbox="126 1055 1734 1218" style="list-style-type: none">1. Implement ways to increase the amount of GLOs integrated throughout school programs and in the classroom.2. Continue to strive for increased parent school involvement and parent home involvement in their child's education.3. Continue to support teacher's professional and classroom technology needs.4. Continue to build teacher efficacy through the implementation of Department Instructional Teams.	<p data-bbox="1734 373 1978 698">See the rationale imbedded in the "Outcome" column related to WASC and CNA areas of growth.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Continue to refine and align Instructional Team (Data Teams) systems to increase student achievement. Create a school environment and culture that focuses on and values learning.	<ul style="list-style-type: none"> ● Implement at least 1 Department instructional improvement cycle per quarter. ● Integrate instructional strategies from Visible Learning, AVID, and/or GLAD. ● Integrate such improvement cycles into Professional Personal Development Plans (PPDP) and Student Learning Outcomes (SLOs). 	17-20	Curr. Coord. Dept. Chairs Admin.	WSF Planning day subs, stipends Title I Planning day subs, stipends	<ul style="list-style-type: none"> ● Teacher made assessments of instructional practice and student achievement/growth. ● eValue data, STAR data, AR data, Imagine Learning data, TeenBiz data, SBA data. (See individual measures of progress in Goal #1 above)
Increase student leadership opportunities. Integrate the GLOs into the curricula.	<ul style="list-style-type: none"> ● Integrate service learning projects school wide, in leadership classes, and in AVID classes. ● Create a student body representative(s) on the School Community Council. ● Increase the amount of school wide decision making opportunities for the student Town Council. ● Create formal systems that integrate GLOs into daily school life. 	17-20	Counselors SAC Curr. Coord. Admin. Grade Level Chairs	WSF Buses for service learning leadership opportunities, Subs for planning, AA supplies Title I Buses for service learning leadership opportunities, Subs for planning, AA supplies	<ul style="list-style-type: none"> ● Increase # of formal GLO programs. ● SQS student data will continue to display a positive trend in student safety ● TRIPOD data will show an increase in Care by 5% and continue to score above complex levels in other areas.

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Continue to update technology needs.	<ul style="list-style-type: none"> ● Stick to the technology plan for renewing technology. ● Continue to provide technology application professional development to teachers. ● Look for partnerships that teach technology application to our students. 	17-20	Tech. Coord. Admin.	WSF Laptops, update labs, technology devices, PD training fees/subs, Increase security of 3D lab and school Title I Laptops, update labs, technology devices, PD training fees/subs Facilities Increase security of 3D lab and school	
Increase parent & stakeholder involvement in student learning to increase student achievement. Create a school environment and culture that focuses on and values learning and increasing student achievement	<ul style="list-style-type: none"> ● Implement school wide planners for every student for increased academic communication between school and home ● Update new website for increased communication between school and home ● Implement Family Events that bring families together to the school to create culture of learning (e.g., Pottery Night, Cultural Booths/Events, Open House, Parent/Teacher Conferences, Jarrett Pride Day, Fine Arts Showcase) ● Increase the number of families and students accessing Infinite Campus. 	17-20	Title I Coord. PCNC SAC Admin. Grade Level Chairs	WSF Family Events, website subscription, update, improve & maintain physical plant Title I Student Planners, Family Events, website subscription	<ul style="list-style-type: none"> ● Infinite Campus family accounts will increase in #. ● Infinite Campus student accesses will continue to be at 95%+. ● Increase in attendance by parents as evidenced by Family Event sign in sheets.