

2020 Academic Plan, School Year 2020-21



School: Jarrett Middle School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

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.

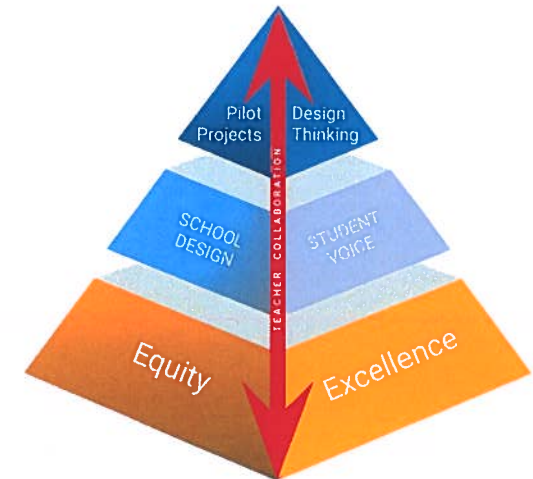
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Reid Kuba

Principal's signature:

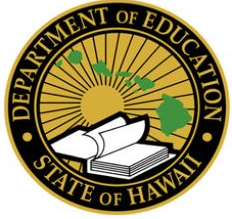
Date: 5/20/20

Complex Area Superintendent (print): Linell Dilwith

Complex Area Superintendent's signature:

Date:

5/28/20



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

School Name: Jarrett Middle School
Submitted By: Reid Kuba, Principal

Kaimuki, McKinley, Roosevelt Complex Area
Linell Dilwith, Complex Area Superintendent

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:

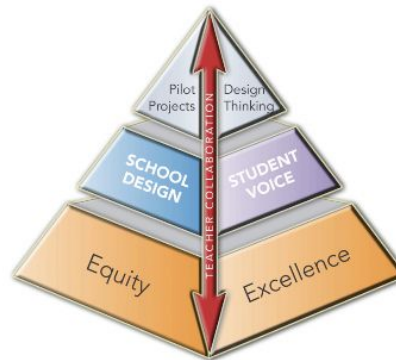
Focus: equity and excellence in core curriculum and supports.

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).

A Foundation for Change **SW1**

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.

Key Change Strategies/Initiatives	Rationale for Change
<p>ELL Student Needs:</p> <ul style="list-style-type: none"> Increased academic support (3 ELL PPEs, ELOs for all breaks, after school tutoring, push-in and pull-out options) Differentiated curriculum at their academic level (GLAD Strategies, iReady ELA, TeenBiz) Additional academic opportunities, particularly in ELA (ELOs for all breaks, after school tutoring, push-in and pull-out options) Designation of students as ELL on core class schedule to assist with grading. <p>Micronesian Student Needs: (SW7)</p> <ul style="list-style-type: none"> Increased academic support (Study Spaces, Micronesian College Tutors, summer partnerships, laptops in every class, After School All Stars) Increased parent and family academic involvement (school events in Palolo Housing, increased home visits, increased parent communication through text messages) Increased academic responsibility (Micronesian College Mentors, Micronesian role models for career day) Access to experiences that expand on their prior-knowledge base (pay for excursion buses & some admission fees, increase # of excursions) <p>Low SES Student Needs: (SW7)</p> <ul style="list-style-type: none"> Increased academic support (Schoolwide AVID & Visible Learning Strategies, Study Spaces, Lunch & After School 	<p>ELL Focus Rationale:</p> <ul style="list-style-type: none"> Currently, ELL students make up 17% of our population and last year only 8% of them were on track towards English proficiency. We have never made our AMAOs. Summer 2018 - ELL students make up 13% of our student population, but made up 46% of Credit Recovery Class. Summer 2019 - ELL students make up 10% of our student population, but made up 45% of Credit Recovery Class. 87% of ELL students are at least 1 grade level behind in reading and 95% of ELL students are behind in math. <p>Micronesian Student Focus Rationale:</p> <ul style="list-style-type: none"> SY19-20: One Micronesian student had a GPA higher than 3.0. SY20-21: Two Micronesian Students had higher than 3.0 GPA (only 4%). Summer 2018 - Micronesian students made up 29% of our student population, but made up 71% of Credit Recovery Class. Summer 2019 - Micronesian students made up 28% of our student population, but made up 86% of Credit Recovery Class. 85% of Micronesian students are at least 1 grade level behind in reading and 95% of Micronesian students are behind in math. <p>Low SES Student Focus Rationale: (SW7)</p> <p>Located next to 2 low-income housing communities, our Fr/Red lunch rate hovers between 70-75%. The challenges that we face with regard to poverty are stereotypical:</p>

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<p>academic support, ELO during all breaks, laptops in every class, After School All Stars)</p> <ul style="list-style-type: none">● Increased parent and family academic opportunities for involvement (School events in Palolo Housing, increased home visits, increased parent communication through text messages)● Balance of academic personal responsibility and school support (Schoolwide AVID strategies, AA Activities focused on college & career)● Financial support for educationally related activities that expand on their prior-knowledge base (Budget for buses & some admission fees)● Clear parameters on the written and unwritten “rules” of academia and the “working class.” (Schoolwide AVID strategies, AA Activities focused on college & career)	<ul style="list-style-type: none">● Low parent participation (low p/t conference turnout, low turnout to school parent events, no phone/email to receive school announcements)● Lack of parent supervision● Health issues & attendance challenges (Chronic absenteeism consistently above state average, average daily attendance hovers between 90-94%)● Students below proficiency (79% of low SES students at least 1 grade level behind in reading and 87% of low SES students are behind in math)● Lack of school-home contact (no phones and changing cell #'s, no email).
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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	Lead(s)
Equity: ELL Support - 3 PPEs (Push-in, Pull-out, Tutoring), ELO	ELL Coordinator
Equity & Innovation in Support of the Core: Study Spaces & Partnership with After School All Stars	Grade Level Chairs & Principal
Equity: Support for Pacific Island Students through Pacific Island College Mentors	Vice-Principal
Equity & Innovation in Support of the Core: iReady Math & ELA for below proficient students to close the gap	Math & ELA Department Chair and Curriculum Coordinator
Equity & Innovation in Support of the Core: Achieve3000 TeenBiz and Accelerated Reader for below proficient students to close the reading proficiency gap.	Social Studies Department (TeenBiz) English Department (Accelerated Reader)
Pipeline of Emerging Ideas & Teacher Collaboration: Teacher Passion Projects, Study Spaces, Community Health Center	Principal & Vice Principal
Key School Initiatives Addressed in the Plan	Leads(s)
GLAD Classroom Strategies to address ELL	Curriculum Coordinator, Principal & Vice Principal
Differentiated Online Programs: iReady Math, iReady Reading, TeenBiz, Accelerated Reader to address students below proficiency	Math Dept. Chair - iReady Math, ELA Dept Chair - iReady Reading, Social Studies Dept. Chair - TeenBiz, ELA Dept - Accelerated Reader
Study Spaces: Grade level areas to do Homework after school on Monday, Thursday, and Friday Focused Study Hall: Media Center open to invited students during teacher meetings on Tuesday and Wednesday	Grade Level Chairpersons and Administration
Micronesian Mentors & Tutors (UPLINK)	Vice Principal
Increased parent communication and activities in Palolo Housing	Title I Coordinator, PCNC, Principal & Vice Principal
Support for & partnership with the After School All Stars	Principal and ASAS CEO
AA Activities focused on SEL and College/Career	Counselors and Vice Principal
School wide AVID strategies and expectations	AVID and Curriculum Coordinator
Visible Learning Strategies	Curriculum Coordinator and Principal
Partnerships with Iolani's Ka'i Program and Sacred Hearts' Ka Lei Ike Program that supports the "middle" students/families	Principal

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).

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>
Low SES Students ELL Students Micronesian Students	<p>Approximately 70-75% of JMS students come from low-SES backgrounds. This is correlated to an average 66% of students entering JMS reading below proficiency. 79% of low SES students are at least 1 grade level behind in reading and 87% behind in math.</p> <p>ELL students make up 10% of our student body, but 45% of students in Credit Recovery for SY18-19. Only 8% of ELL students are on track towards proficiency. 87% of ELL students are at least 1 grade level behind in reading and 95% behind in math.</p> <p>Micronesian students made up 86% of the 2019 Credit Recovery Class. No more than 4% of Micronesian students have a 3.0 GPA or higher. 85% of Micronesian students are at least 1 grade level behind in reading and 95% behind in math.</p>	<p>If the Principal provides the targets and shared expectations of academic behavior and learning, then teachers will deliver teaching strategies that specifically target low-SES students (AVID), ELL students (GLAD), and increase student learning by more than a year (Visible Learning).</p> <p>If the Principal supports teacher experimentation and innovation, then teachers will deliver engaging learning experiences that will increase student engagement in learning and increase student learning by more than a year.</p> <p>If the Principal aligns with the feeder elementary schools and provides differentiated online programs in math and reading, teachers will utilize the programs to address individual student learning gaps, and increase student learning by more than a year.</p>	<p>Purchase and utilize iReady Math and Reading to align with our feeder elementary schools. Utilize the program as a universal screener and test students 3x a year to monitor student progress.</p> <p>Observe and collect evidence of AVID, GLAD, and Visible Learning Strategies occurring in the classroom.</p> <p>PD for high-yield teaching strategies (Visible Learning) and teaching strategies targeted for English Language Learners and students who come from low SES backgrounds (AVID & GLAD)</p> <p>Continue the partnership between JMS and ASAS to allow the school to fully focus on academics and still provide exploratory activities through the after school program. This also allows our students to receive a robust educational experience from 8-5:30 on a daily basis.</p>

(SW6ii)

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

Part I

Describe your 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>Jarrett Middle School's context for School Design comes from the goal of providing a high quality education to students who mainly come from low-SES family situations. It follows that the programs and initiatives at the school help our students close the achievement gap that is associated with students from low-SES backgrounds. Not only are we trying to close the achievement gap, but also trying to provide experiences for our low-SES students that create the foundations for their prior knowledge and help with future learning.</p> <p>JMS also has had an influx of students and families who are not so much challenged with the day-to-day struggles of low-SES. They look to the school to provide experiences and opportunities that advance their child's learning beyond proficiency.</p> <p>Micronesian and Pacific Island Students make up the largest populations at JMS. They are the first and second highest cultural groups on our campus. It is through this context that we develop systems and programs that teach our students what it means to be successful in school, which is in preparation for college and careers.</p>	<p>Low SES College & Career Readiness:</p> <ul style="list-style-type: none"> - Partnerships with After School All Stars, Iolani, Sacred Hearts, UH, Chaminade - Study Spaces after school - Classroom learning strategies that focus on Visible Learning, GLAD, and AVID - Online Differentiated Programs: Accelerated Reader, iReady, TeenBiz - Budgeting for field trip buses - Laptops for all classrooms - Ideas and experiences that teach the values of the "middle". <p>Enrichment of activities & experiences:</p> <ul style="list-style-type: none"> - Partnerships with After School All Stars, Iolani, Sacred Hearts, UH, Chaminade - Study Spaces after school - Laptops for all classrooms - Expose our students to various platforms of technology to give them a better chance to compete in our digital world. 	<p>Reading lexile gains in Achieve3000's TeenBiz</p> <p>STAR reading gains in # of students proficient in reading.</p> <p>iReady Math:</p> <ul style="list-style-type: none"> - Reduction in the percentage of At-Risk (red) students in grades 6, 7, 8. - Increase in the percentage of Tier 1 (green) students in grades 6, 7, 8. <p>iReady Reading:</p> <ul style="list-style-type: none"> - Reduction in the percentage of At-Risk (red) students in grades 6, 7, 8. - Increase in the percentage of Tier 1 (green) students in grades 6, 7, 8. <p>Continue positive working relationships with partners at Iolani, Sacred Hearts, Chaminade, and UH.</p>

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

Part II

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> <ol style="list-style-type: none"> 1. Positive trend in Math & Reading SBA scores 2. Above the national average (70 points) for annual growth in schoolwide Lexile reading scores for TeenBiz. (Strive for at or above 2x the national average) 3. Positive trend in NGSS Science scores 4. Reduction in number of students testing in the below proficiency range (red) for iReady Math and Reading. 5. Year to year increase in # of GEs 6. Number of siblings attending JMS from schools like Hokulani, Ali'iolani, Liholiho, and Waialae. 7. Activities and ideas emanating from Town Council Student Representatives are implemented quarterly. <p>Why are you implementing them?</p> <ol style="list-style-type: none"> 1. Complex, District, and State academic comparison. 2. International reading progress comparison. 3. National science progress comparison. 4. National reading & math growth comparison 5. School perception and family satisfaction indicator. 6. Family satisfaction indicator. 7. Main avenue for student voice through student representatives. Students plan student activities, solve school issues, and voice their ideas. <p>How will you know that improvement is occurring?</p> <p>1-4 are objective indicators that allow us to compare the school's progress amongst various</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <ol style="list-style-type: none"> 1. Positive trend in Math & Reading SBA scores 2. Above the national average (70 points) for annual growth in schoolwide Lexile reading scores for TeenBiz. (Strive for at or above 2x the national average) 3. Positive trend in NGSS Science scores 4. Reduction in number of students testing in the below proficiency range (red) for iReady Math and Reading. 5. Year to year increase in # of GEs 6. Number of siblings attending JMS from schools like Hokulani, Ali'iolani, Liholiho, and Waialae 7. Activities and ideas emanating from Town Council Student Representatives are implemented quarterly. <p>Why are you implementing them?</p> <ol style="list-style-type: none"> 1. Complex, District, and State academic comparison. 2. International reading progress comparison. 3. National science progress comparison. 4. National reading & math growth comparison 5. School perception and family satisfaction indicator. 6. Family satisfaction indicator. 7. Main avenue for student voice through student representatives. Students plan student activities, solve school issues, and voice their ideas. <p>How will you know that improvement is occurring?</p> <p>1-4 are objective indicators that allow us to compare the school's progress amongst various</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <ol style="list-style-type: none"> 1. Positive trend in Math & Reading SBA scores 2. Above the national average (70 points) for annual growth in schoolwide Lexile reading scores for TeenBiz. (Strive for at or above 2x the national average) 3. Positive trend in NGSS Science scores 4. Reduction in number of students testing in the below proficiency range (red) for iReady Math and Reading. 5. Year to year increase in # of GEs 6. Number of siblings attending JMS from schools like Hokulani, Ali'iolani, Liholiho, and Waialae. 7. Activities and ideas emanating from Town Council Student Representatives are implemented quarterly. <p>Why are you implementing them?</p> <ol style="list-style-type: none"> 1. Complex, District, and State academic comparison. 2. International reading progress comparison. 3. National science progress comparison. 4. National reading & math growth comparison 5. School perception and family satisfaction indicator. 6. Family satisfaction indicator. 7. Main avenue for student voice through student representatives Students plan student activities, solve school issues, and voice their ideas. <p>How will you know that improvement is occurring?</p> <p>1-4 are objective indicators that allow us to compare the school's progress amongst various</p>

2020-2021 Academic Plan: Jarrett Middle School

complex, district, state, national, and international levels. 5-7 are subjective indicators that allow us to get an indication of how we are serving our non low-SES families and changing the negative perception of our school. It is also an indicator of the safe and caring environment that we strive for at JMS.	complex, district, state, national, and international levels. 5-7 are subjective indicators that allow us to get an indication of how we are serving our non low-SES families and changing the negative perception of our school. It is also an indicator of the safe and caring environment that we strive for at JMS.	complex, district, state, national, and international levels. 5-7 are subjective indicators that allow us to get an indication of how we are serving our non low-SES families and changing the negative perception of our school. It is also an indicator of the safe and caring environment that we strive for at JMS.
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Innovation in Support of the Core: School Design and Student Voice

Part III

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)
<p>What are your measurable outcomes around School Design and Student Voice? As indicated from the data provided by the assessments below, we will implement the following:</p> <ol style="list-style-type: none"> 1. iReady Math Universal Screener 2. iReady Reading Universal Screener 3. STAR Reading <p>Why are you implementing them?</p> <ol style="list-style-type: none"> 1. Establish the gaps in Math & figure out which students go to our Math Support class. 2. Establish the gaps in ELA 3. Establish reading levels and goals for each student. <p>How will you know that improvement is occurring? Historically, we have had about 66% of our students come to us in 6th grade reading below proficiency. And therefore 33% were proficient in reading in 6th grade. By the time they leave us in 8th grade, we have historically flipped that statistic with 66% proficient and 33% still not at proficiency for reading. The data from our screeners help us to add to our longitudinal data and see if we are on track to flip our data for the positive.</p>	<p>What are your measurable outcomes around School Design and Student Voice? As indicated from the data provided by the assessments below, we will implement the following:</p> <ol style="list-style-type: none"> 1. iReady Math Universal Screener 2. iReady Reading Universal Screener 3. STAR Reading <p>Why are you implementing them?</p> <ol style="list-style-type: none"> 1. Recalibrate the gap areas for math and choose new students for Math Support class. Also get a midyear indicator of progress towards proficiency. 2. Recalibrate the gap areas for ELA and get a midyear indicator of progress. 3. Midyear progress report. <p>How will you know that improvement is occurring? Schoolwide data will show a decrease in students below proficiency (red). This year (19-20) is the first year of implementation for iReady and we have seen a very slight (2-3%) increase in our proficient to above proficient (yellow) students at the midyear point.</p>	<p>What are your measurable outcomes around School Design and Student Voice? As indicated from the data provided by the assessments below, we will implement the following:</p> <ol style="list-style-type: none"> 1. iReady Math Universal Screener 2. iReady Reading Universal Screener 3. STAR Reading 4. SBA Math 5. SBA Reading 6. NGSS Science <p>Why are you implementing them? 1-6 are summative measures that compare us across various levels of education (complex, district, national, etc.). These academic measures allow us to know whether the initiatives and systems we have in place are effective in ultimately affecting the academic data of our students. All things in school affect this data from classroom instruction, building a safe campus, to after school programs/supports.</p> <p>How will you know that improvement is occurring? See above.</p>

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
<ul style="list-style-type: none"> • Positive trend in Math & Reading SBA scores • Score above the national average (70 points) for annual growth in schoolwide Lexile reading scores for TeenBiz. (Strive for at or above 2x the national average) • Positive trend in NGSS Science scores • Reduction in number of students testing in the below proficiency range (red) for iReady Math and Reading. • Year to year increase in # of GEs • Number of siblings attending JMS from schools like Hokulani, Ali'iolani, Liholiho, and Waialae. 	<ul style="list-style-type: none"> • Visible Learning Strategies utilized daily (e.g., learning goals, agendas, and essential question posted) • Other Visible Learning strategies observed each quarter (e.g., Use of CER/RACER/PERC encouraging metacognition, small group/peer learning, direct instruction) • AVID strategies utilized within the classroom. AVID evidence collected once a quarter. • GLAD strategies established at the beginning of the year and observed throughout the year (e.g., use of realia, pictures, wordwall) • STAR and iReady Test administration 3x a year 	<ul style="list-style-type: none"> • Administration and CC monitor classroom curriculum outcomes • Department Chairs monitor test administration for online programs • Administration and Registrar monitor GE and school choice data

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

Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities ENGLISH DEPARTMENT	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
<p>English Department:</p> <p>Annual Goal #1: All students will show at least one year's growth in their reading ability.</p> <p><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>Enabling Activities:</u> 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, Epic Reading Program for below proficient readers (SW6i)</p> <p>Annual Goal #2: All students will show at least one year's growth in their writing ability.</p> <p><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>Accelerated Reader program quarterly goals Exposure to tests above their Lexile level Imagine Learning Progress iReady Reading Assessments SBA Reading Assessment Teacher Created Assessments using rubrics</p> <p>Teacher Created Assessments Use of rubrics for: Essays, Journals, Constructed Responses, SBA Writing</p>	<p>Title I/WSF = Cost of AR = \$4800</p> <p>GEAR UP = Cost of iReady ELA = \$7500</p> <p>Title I/WSF = Cost of Springboard = \$7500</p> <p>Title III = Cost of Imagine Learning</p> <p>Title I = Books for each classroom for AR program = \$2000</p> <p>Title I = Subscription</p>	<p>iReady Universal Screener for data and assessment</p> <p>STAR Assessment</p> <p>Springboard to ensure that all ELA CCSS are targeted</p> <p>Kahoot for formative assessment of ELA CCSS</p> <p>NewsELA for grade level informational texts</p> <p>Flocabulary for</p>	<p>iReady 3x a year (August, December, May)</p> <p>STAR 3x a year (August, December, May)</p> <p>Springboard, Kahoot, NewsELA, Flocabulary are ongoing assessments</p>	<p>All feeder elementary schools to JMS utilize iReady ELA.</p>

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<p><u>Enabling Activities:</u> Activities that provide exposure to persuasive language, rhetorical language, passive vs. active voice, formal vs. informal mood, ELA conventions, vocabulary cards/word walls, thinking maps, AVID strategies, and RACER/CER strategies. (SW6i)</p> <p>Annual Goal #3: All students will show at least one year's growth in their speaking and listening abilities.</p> <p><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> <p><u>Enabling Activities:</u> Activities such as socratic seminars, philosophical chairs, listening to understand, writing groups, and presentations. (SW6i)</p>	<p>Use of rubrics for: Debates Collaborative projects Presentations Socratic Seminars Philosophical Chairs</p>	<p>to Kahoot = \$500</p> <p>Title I = Subscription to NewsELA = \$500</p> <p>Title I = Subscription to Flocabulary = \$500</p>	<p>reinforcement of ELA CCSS</p>		
<p>Enabling Activities MATH DEPARTMENT</p>	<p>Measurable Outcomes</p>	<p>Cost and Source of Funding <i>(including Prog ID)</i></p>	<p>School Monitoring Activity</p>	<p>Frequency of Monitoring</p>	<p>Complex Monitoring <i>(completed by Complex Area, as appropriate)</i></p>
<p>Math Department:</p> <p>Annual Goal #1: Upon promotion from JMS, students will be fluent in math calculations.</p> <p><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>Enabling Activities:</u> iReady (My Path, Teacher toolbox), IXL, PERC, Kahoot, Imagine Learning Math program (Think it Through Math), basic</p>	<p>Goal #1 Use of:</p> <ul style="list-style-type: none"> • iReady diagnostic • Imagine Learning Math program (Think it Through Math) • Teacher created assessments & rubrics to assess basic arithmetic and math concepts • SBA interim assessments & end of year Math test 	<p>GEAR UP = Cost of iReady Math = \$7500</p> <p>Title I/WSF = Cost of Go Math = \$3000</p> <p>IXL = \$ 2,338 For 1 year</p>	<p>iReady Universal Screener for data and assessment</p>	<p>3x a year (August, December, May)</p>	<p>All feeder elementary schools utilize iReady Math.</p>

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<p>arithmetic practice (addition, subtraction, multiplication, and division), master basic math concepts (fractions, decimals, percent), and application of arithmetic and basic concepts to real world problems.</p> <p>Annual Goal #2: All students will reach their targeted annual growth on the iReady diagnostic assessment.</p> <p>Rationale: Students need to continue to improve their overall math skills in order to be successful in their future math classes</p> <p>Enabling Activities: Teach students to think critically, Engage in real world problems, Persevere through complex real world word problems, Use math language to explain thinking (CER - PERC), Provide opportunities to work collaboratively (CER - PERC), iReady My Path for students. (SW6i)</p> <p>Annual Goal #3: Upon promotion from JMS, students will be able to use their problem solving skills to solve real-world problems at grade level.</p> <p>Rationale: Students need to be able to think critically, work collaboratively, and apply their problem skills to complex problems involving real-world situations.</p> <p>Enabling Activities: Collaborative groupings, PERC, student led instruction, teach students to think critically, engage in real world problems, persevere through complex real world word problems, use math language to explain thinking (CER - PERC), provide opportunities to work collaboratively (CER - PERC), iReady My Path for students, IDU's. (SW6i)</p>	<ul style="list-style-type: none"> • Kahoot assessment to gage student knowledge. <p>Goal #2 Use of:</p> <ul style="list-style-type: none"> • iReady diagnostic • Teacher created assessments <p>Goal #3 Use of:</p> <ul style="list-style-type: none"> • iReady diagnostic • Teacher created assessments • Kahoot assessment to gage student learning • SBA Math Test • End of Course Exam (EOC) Alg 1 • Diagnostic Algebra Placement Assessment • IDU's 	<p>Title I = Subscription to Kahoot = \$288</p> <p>Title III = Cost of Imagine Learning</p> <p>Title I/WSF = PD planning days</p>			
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Enabling Activities SCIENCE DEPARTMENT	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<p>Science Department:</p> <p><u>Annual Goal #1:</u> Students will gain a better understanding of NGSS.</p> <p><u>Rational:</u> The new NGSS requires students to learn science content across the disciplines.</p> <p><u>Enabling Activities:</u> Information will be revisited across grade levels to ensure a deeper understanding of the 3 content areas.</p> <p>Each grade level will expose students to content in an interdisciplinary manner.</p> <p><u>Annual Goal#2:</u> Students will apply scientific concepts to real world situations.</p> <p><u>Rational:</u> The new NGSS requires students to observe a phenomenon in order to learn science concepts.</p> <p><u>Enabling Activities:</u> Engage students in hands-on activities and EDP, real-life field trips and activities. (SW6i) Use phenomena to engage and explain scientific concepts utilizing CER.</p> <p><u>Annual Goal #3:</u> Students will be able to design and conduct scientific and engineering practices to solve real-world problems. (SEP).</p>	<p><u>Goal #1:</u></p> <ul style="list-style-type: none"> • HSA test (NOTE: once baseline is set we can provide a goal) • HSA practice questions <p><u>Goal #2:</u></p> <ul style="list-style-type: none"> • CERs • Teacher-created pre/post assessments • Labs (w/ reports & reflections) <p><u>Goal #3:</u> <i>Students will be evaluated for their quality of work using the following:</i></p> <ul style="list-style-type: none"> • Graphic organizers 	<p>Title I/WSF = PD planning days</p> <p>WSF/LSF = STEM supplies</p>	<p>8th Grade NGSS State Test</p>	<p>Annual NGSS Test</p>	

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<p><u>Rationale:</u> This ability is a common benchmark, a problem solving life skills, and a basis for scientific and engineering practices (SEP).</p> <p><u>Enabling Activities:</u> Learn independent & dependent variables (ex. graphic organizers, Cornell notes, P.U.C.ing the text, labs, AVID strategies).</p> <p>Learn how to form hypotheses using variables. Evaluate data from various sources to draw conclusions.</p>	<ul style="list-style-type: none"> • Cornell notes • P.U.C.ing the text • Labs (w/ report & reflections) • AVID strategies • Teacher-generated pre/post tests • CER 				
Enabling Activities SOCIAL STUDIES DEPARTMENT	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<p>Social Studies Department:</p> <p><u>Annual Goal #1:</u> Students will improve critical reading skills to help them better understand historical text, primary sources, and current issues.</p> <p><u>Rationale:</u> Majority of our students are reading below grade level and struggle to comprehend historical nonfiction texts and concepts.</p> <p><u>Enabling Activities:</u> Exposure to grade level text and vocabulary with quia and other online platforms. A variety of historical text examples include using literature of the era (e.g., Bill of Rights, Constitution, news articles, letters, etc.). Visuals to draw context to the curriculum</p>	<p>Goal #1 Use of: Teenbiz lexile growth data</p> <p>Thinking map and RAFT rubrics</p> <p>Teacher created assessment/test</p> <p>Online platforms to allow student access and more engagement with the content, especially primary sources and visuals.</p>	<p>Title I/WSF = Cost of TeenBiz = \$6200</p> <p>Title I/WSF = Cost of Quia = \$1000</p> <p>Visuals for reference</p> <p>TitleI/WSF= online program that address engagement and efficiency in the</p>	<p>TeenBiz Quarterly Goals</p>	<p>4x a year</p>	

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<p>Annual Goal #2: Students will improve their skills in academic writing so they can critically engage with history.</p> <p><u>Rationale:</u> Students routinely struggle with expressing their ideas through written form from a simple summary to an analysis of a historical event.</p> <p><u>Enabling Activities:</u> Academic writing examples include essays, letters explaining primary sources, and historical narratives. Use RAFT (Role of the writer, audience, format, topic and strong verb), thinking maps and IVF strategies. (SW6i)</p>	<p>Goal #2 Use of: RAFT (Role of the writer, audience, format, topic and strong verb) and IVF strategies</p> <p>Thinking maps and other graphic organizers</p> <p>Common writing expectation through the use of rubrics.</p> <p>Teacher created assessment/test</p> <p>Online platforms to allow student access and more engagement with the content, especially primary sources and visuals.</p>	<p>classroom = \$500</p>			
<p align="center">Enabling Activities Non-Core SpEd Department FSC AND SMI CLASSES</p>	<p align="center">Measurable Outcomes</p>	<p align="center">Cost and Source of Funding <i>(including Prog ID)</i></p>	<p align="center">School Monitoring Activity</p>	<p align="center">Frequency of Monitoring</p>	<p align="center">Complex Monitoring <i>(completed by Complex Area, as appropriate)</i></p>
<p>FSC and SMI SpEd:</p> <p>Annual Goal #1: Increase communication skills of FSC/SMI students that leads to independent adult living skills.</p> <p><u>Rationale:</u> Students in FSC/SMI classes lack the skills to communicate effectively to function effectively in society.</p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • Practice using preferred mode of communication • Practice greeting familiar adults and students in school 	<ul style="list-style-type: none"> • Students will respond to greetings with a smile or vocalization on 4 out of 5 trials over 3 consecutive data collection days. • Students will independently reciprocate greetings to familiar adults and students in school 100% of the time. • Given direct instructions of what they need to do, students will participate cooperatively in Vocabulary Bingo games in 3 data collection opportunities. • Given a verbal model of the vocabulary words, students will participate cooperatively to practice saying the 				

<ul style="list-style-type: none"> • Vocabulary Bingo games to increase functional vocabulary skills • Practice articulation skills during Vocabulary Bingo games (e.g. students practice saying the vocabulary words with clear articulation) • Practice functional reading skills by learning “Survival Words” • Practice functional writing skills by copying a simple note • Practice money skills using real coins <p>Annual Goal #2: Increase social skills and communication skills of FSC/SMI students that leads to independent adult living. 1) Increase appropriate behavior skills in school and in the community 2) Practice functional communication skills in school and in the community 3) Use alternative means of communication through the use of adaptive devices</p> <p>Rationale: Students in FSC/SMI classes lack the social skills and communication skills to function effectively in school and the community.</p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> • Participate cooperatively in turn-taking activities (e.g. educational board games, simple card games, simple ball games, etc. • Community Based Instruction (CBI) to practice social skills and functional communication skills. 	<p>vocabulary words with clear articulation during the Vocabulary Bingo games in 3 data collection opportunities.</p> <ul style="list-style-type: none"> • Given visuals and direct instruction of “Survival Words” (e.g. Restroom, Men, Women, Entrance, Exit), students will be able to identify the words with a 100% accuracy in 3 data collection opportunities. • Given a model to look at, students will be able to copy a simple note (e.g. Thank You note) with correct letter formation and spacing) in 3 data collection opportunities. • Given an ability appropriate money skills activity using real coins (e.g. counting and adding 8 quarters), visuals and/or a calculator, students will be able to demonstrate the required money skills with a 100% accuracy in 3 data collection opportunities. • Given direct instructions of what they need to do, students will participate cooperatively in turn-taking activities (e.g educational board games, simple card games, simple ball games, etc.) in 3 data collection opportunities. • Given direct instructions of what they need to do, students will be able to participate cooperatively in CBI activities in 2 data collection opportunities. • Student will press a voice output device when greeted on 4 out of 5 opportunities over 3 consecutive data collection days. • Student will be able to propel 20 feet independently while in the gait trainer. • Student will be provided with daily range of motion exercises. 				
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(SW6iii)

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<ul style="list-style-type: none"> • SMI: Use of voice output device to socialize during the school day. • Adaptive equipment for mobility and positioning (e.g. gait trainer, therapy tables, therapy mats, bolsters, feeder chair, wedges). 	<ul style="list-style-type: none"> • Student will be repositioned every hour with bolsters and wedges to maintain proper body alignment. 				
Enabling Activities COUNSELING DEPARTMENT	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<p>Counseling Department:</p> <p>Annual Goal #1: Utilizing Infinite Campus and LDS, student attendance will be continually monitored to identify at risk attendance to help support students in improving their attendance rates throughout the year.</p> <p><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>Enabling Activities:</u> Assign adult mentors with students identified as “at risk. Use quarterly assemblies to acknowledge and celebrate students with good attendance rates. (SW6iii)</p> <p>Annual Goal #2: Incorporate GLOs into school life. Utilize SEL Curriculum to engage students in social-emotional competencies.</p> <p><u>Rationale:</u> Character development aligns with middle school concept.</p> <p><u>Enabling Activities:</u> Advisory activities address GLOs & SEL consistently each quarter.</p>	<ul style="list-style-type: none"> • Monitor attendance rates twice a month, using the LDS. • Identify students “at risk” of falling into the chronically absent range. • Number of students that qualify for quarterly TARO incentives will increase each quarter. • Number of referrals will decrease from semester 1 to semester 2. 				

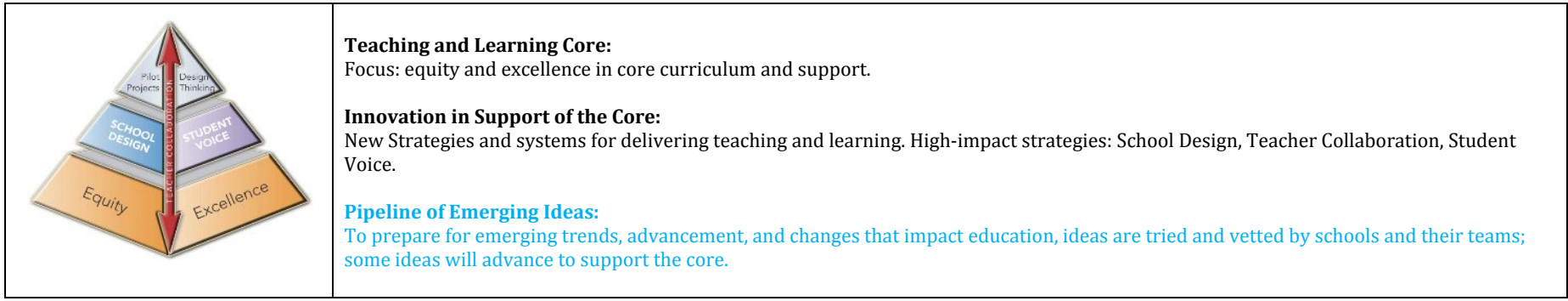
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<p>TARO Reflects GLO and SEL components. Use of JTV will reinforce the meaning of being a caring, responsible, lifelong learner, and school behavior expectations (Rafika and Lualina)</p> <p>Annual Goal #3: Interventions will be implemented for students identified as high risk to help support their academic success.</p> <p>Rationale: There is an increase in the number of failing students. Providing interventions for these students will help support their academic success.</p> <p>Enabling Activities: Team Meetings, Parent Conferences Student Focus Team Notes Ongoing Monitoring and Check-Ins Home visits Small Group Activities with parents Study Spaces</p>	<ul style="list-style-type: none"> Students identified as high risk will attend study spaces weekly and monitored for attendance. Students identified as high risk will have grades monitored 4 times per quarter. 				
Enabling Activities ELECTIVE DEPARTMENT	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<p>Electives Department:</p> <p>Annual Goal #1: Students will learn and apply the idea that the whole person is just as important as the sum of its parts.</p> <p>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>Band: Provide performance opportunities both in and out of school, allowing work with students at the elementary and secondary school levels, etc. Performances will be assessed by participation and quality.</p> <p>PE: Scaffolded Fitness activities for 6, 7, 8, new PE - dance, balancing activities (spooner board, indo board, Cooperative games etc.) PE curriculum encompasses all core content which</p>		<p>Fitness Gram Pre and Post Tests</p>	<p>Pre x 1 qtr Post x 1 qtr.</p>	

<p><u>Enabling Activities:</u> Band: Students will perform together as a team to produce a product that is greater than its individual parts.</p> <p>Physical Education: Students will be given the opportunity to participate cooperatively in different physical, social and emotional activities (e.g. fitness, throwing and catching, cooperative games, yoga, dance and recreational games, etc.)</p> <p>Creative Design: Students will given different projects that they will need to build out of materials provided to them.</p> <p>Annual Goal #2: Students will learn and apply etiquette and social awareness that is integrated through elective classes.</p> <p><u>Rationale:</u> Since much of our school population are of immigrant families - Practice and transfer of social norms and morals would benefit all students in social, school, life, and future career situations.</p> <p><u>Enabling Activities:</u> Band: Students will develop the skills necessary to work together in harmony to produce a music performance.</p> <p>Physical Education: Students will learn, develop and demonstrate the skills and abilities needed to play together cooperatively, successfully and safely.</p> <p>Creative Design: Students will be given due dates for their projects and taught how to manage their time in class.</p>	<p>helps to foster a well rounded emotionally, socially, mentally and physically responsible lifelong learner.</p> <p>Creative Design: Students are exposed to different problem solving projects from the curriculum and create solutions. Teacher to create assessments projects and journals.</p> <p>Band: Students will learn how to perform together in a social musical setting, and will learn etiquette of performance and attending and viewing performances. Teacher will assess student work with bi-weekly in class music performance tasks. PE: Students will learn how to work together in Team building activities, cooperative games, demonstrate appropriate sportsmanship, and follow policies and procedures as well as activity rules. Teacher will assess students weekly through skills, self, student and teacher assessments. Creative Design: Students will be exposed to a working schedule and how to plan to meet a deadline. Teacher to create assessments projects and journals.</p>				
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<p>Annual Goal #3: Through self-discovery, students will explore and apply their individual skill sets. Ideally, students will be able to discover what skills they possess.</p> <p>Rationale: 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>Enabling Activities:</p> <p>Band: Students will learn to produce a music product as an individual as well and a group, understanding that a group is only as good as its weakest link.</p> <p>Physical Education: Students will learn, develop and demonstrate the skills and abilities needed to play and participate in all physical activities as a literate, physically educated person now and throughout their lives.</p> <p>Creative Design: Students will be taught skills to creative the projects that they will be assigned</p>	<p>Band: 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 open to many different cultural styles of music and the arts. Teacher will assess student work with bi-weekly in class music performance tasks.</p> <p>PE: Exposure to Yoga, Pilates, Boot Fitness Camp, Invasion Games, Team/Group activities (Socci, volleyball, basketball) to be physically educated lifelong learners. Teacher will continue to monitor and assess student participation/work as often as necessary during class and all physical activities through teacher created assessments and activities.</p> <p>Creative Design: Students will be introduced to many topics of study and have an opportunity to show how to apply skills to these topics. Teacher to create assessments projects and journals.</p>				
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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><u>Study Spaces</u> - This after school support for all learners has evolved over the years. In short, Study Spaces is a kid-friendly place for students to come with their friends to do their homework. The goal is to get students, who might not normally do their homework, to come with friends and realize that working together to take care of their responsibilities can be enjoyable and rewarding. We have three computer labs on campus for each grade level's Study Space. This idea started as Dead Week during the last week of the quarter, but we realized it was too late and rewarding procrastination. We then moved to Catch Up Week during the 7th week of the quarter and it similarly rewarded those who procrastinated and we only addressed students with D's and F's. We finally moved to Study Spaces that occurred throughout the quarter and allowed ALL students the option of keeping up with their work and even encouraged getting ahead. Study Spaces encouraged good study habits of collaboration with classmates and teachers throughout the quarter. (SW6i, ii, iii)</p>	<p>See descriptions in the first column.</p>	<p>Study Spaces - Increasing number of students who attend. We average about 50 students per day. Reduction of number of failures per quarter.</p> <p>TPP - Continue and improve upon the inaugural year for TPPs.</p>

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<p><u>Teacher Passion Projects (TPP)</u> - TPP was modeled after Google's Genius Hour. Teachers have 11 hours of PD time that they design. They cannot use the time for regular duties like grading, correcting papers, or planning. However, TPP can encompass enhancing their curriculum, learning something new, developing something new, or taking on a new project that enhances the school.</p> <p><u>After School All Stars Musical (Performing Arts)</u> - Creating a complete performing arts program at a small school like JMS has been such a rewarding and successful endeavor. We have Stage Art, Stage Design, Choreography, Dance, Acting, Singing, Costume Design, Make-Up, Backstage management, etc. We've expanded to involve parent support and involvement, utilizing our musicals for recruitment of new student talent and opportunity, and increased community support for our program. Continuation and improvement of this program is essential to JMS being a unique place to be. (SW6ii)</p> <p><u>Creation of a Community Health Center on Campus</u> - Much of the challenges with low SES populations have to do with poor health. Our high chronic absenteeism rate has a lot to do with students who are out for a prolonged period of time for things that higher income students would not be. Mainly because when low SES students become ill, they often let nature take its course without seeing a physician and without medication. This means they miss school and they have academic issues. If families do see a physician, it is usually a whole day affair of catching the bus to the clinic, waiting for their appointment, and then catching the bus back with their whole family where siblings who are not sick still need to stay together with the family and they also miss school. We are currently working with state DOE officials and the Waikiki Health Center to create a community clinic on campus. (SW6iii)</p>		<p>ASAS Musical - Continue our 5 year run of musical performances.</p> <p>JMS Community Health Center - Get through the planning stages to the approval process, into the planning stage, and eventually to the preparation and implementation stage.</p>
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