



Jarrett Middle School

2 Year Academic Plan
SY 2021-2023

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Submitted by: Reid Kuba, Jarrett MS Principal

Date: 3/31/21

Signature: *Reid Kuba*

Approved by: Linell Dilwith, KMR Complex Area Superintendent

Date:

Signature: _____

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>Where are we now?</p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) SW 1 ● WASC Self Study <p>Addressing Equity: Sub-Group Identification</p>	<p><u>Low SES Students</u></p> <p>Located next to 2 low-income housing communities, our Fr/Red lunch rate hovers between 50-60%. The challenges that we face with regard to poverty are stereotypical:</p> <ul style="list-style-type: none"> ● Low parent participation (low p/t conference turnout, low turnout to school family events) ● Lack of parent supervision (majority of students are out of the house or don't sleep till around midnight) ● Health issues & attendance challenges (Chronic absenteeism consistently above state average, average daily attendance hovers between 90-94%, this pandemic year is around 86%) ● Students below proficiency (79% of low SES students are at least one grade level behind in reading and 87% of low SES students are at least one grade level behind in math) ● Lack of school-home contact (no phones and changing cell #'s, no email). <p><u>ELL Students</u></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 11% of our student population, but made up 45% of Credit Recovery Class. ● Summer 2020 - ELL students make up 17% of our student population, but made up 60% 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><u>Micronesian Students</u></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 a GPA higher than 3.0. ● 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. ● Summer 2020 - Micronesian students made up 28% of our student population, but made up 72% 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.
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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. Title I and III Coordinator	3. Goal 2 - Title I, Goal 3 - Title III
4. Math Department Chair	4. Goal 1 - Math, Goal 1, 2, 3
5. English Department Chair	5. Goal 1 - ELA, Goal 1, 2, 3
6. Social Studies Department Chair	6. Goal 1 - SS, Goal 1, 2
7. Science Department Chair	7. Goal 1 - Science, Goal 1, 2, 3
8. SpEd Department Chair	8. Goal 1 - SpEd, Goal 1, 2
9. Electives Department Chair	9. Goal 1 - Electives, Goal 1, 2, 3
10. Counseling Department Chair	10. Goal 1 - Counseling, Goal 1, 2, 3
11. 6th Grade Level Chair	11. Goal 2, 3
12. 7th Grade Level Chair	12. Goal 2, 3
13. 8th 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

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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 two years,	Rationale:
<ul style="list-style-type: none">● Continue to implement AVID and Visible Learning instructional strategies in the classroom. Continue learning more about AVID and Visible Learning instructional strategies.● Implement Claim, Evidence, Reasoning (CER) activities and expectations in all classrooms. Provide support for the implementation of CER in instructional data teams.● Continue to implement school wide instructional strategies and classroom routines that promote student engagement that produces 1+ years of learning VL.● Implement YouScience in all grade levels and go over the results to help students understand their strengths and its relation to careers with each individual student.	<ul style="list-style-type: none">● Help to reduce the learning gap and the amount of students who are below proficiency. Visible Learning and AVID strategies are research-based and will help develop best practices that drive day-to-day classroom instruction.● Increase the level of thinking within our students, and the expectation of writing and thinking needed to justify answers.● Provide all our students with instructional continuity & consistency within each content area and grade level. Providing the technology to implement these strategies is crucial to their success in the classroom and minimize the digital divide associated with low-SES communities.● Our students have little idea what they want to be or what they are capable of doing in the future. YouScience will provide hope for our students and a target to strive for.

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcomes & 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>English Department:</p> <p>Annual Goal #1: All students will show at least one year's growth in their reading ability as measured by STAR Accelerated Reader and iReady Data.</p> <p>Desired Outcome: Many students arrive at JMS reading below proficiency Lexile levels. In order for them to succeed in the future, we strive for students to improve their reading fluency and comprehension.</p> <p>Enabling Activities: 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 as measured by teacher-created Instructional Data Team Constructed Responses and CER class work.</p> <p>Desired Outcome: We strive for students 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>Enabling Activities: 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>	Activities cycle through on an annual basis	Principal Vice Principal ELA DH ELL Coordinator SSC	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Quarterly Grades & Failures SW3</p> <p>iReady Reading universal screener fall, winter, and year end data SW3</p> <p>Accelerated Reader universal screener and year end data SW3</p> <p>Annual SBA SW3</p> <p>Instructional Data Teams student data SW3</p> <p>Springboard Workbook, Nearpod, Teachers pay Teachers, and Renaissance</p> <p>It is important to look at SBA data from this 20-21 "lockdown year". We will set it as a new baseline and determine goals from there, as we tackle the academic problems created by this pandemic.</p>

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<p>Annual Goal #3: All students will show at least one year's growth in their speaking and listening abilities through class projects and presentations.</p> <p><u>Desired Outcome:</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 we strive to provide opportunities for their speaking and listening skills to improve.</p> <p><u>Enabling Activities:</u> Activities such as socratic seminars, philosophical chairs, listening to understand, writing groups, levels of questioning, and presentations. SW6i</p>				
<p>Math Department:</p> <p>Annual Goal #1: Students will be fluent in basic mathematical phrases, vocabulary, and calculations such as addition (+), subtraction (-), multiplication (x), division (÷), Percents (%), decimals, fraction conversions, inequalities (<, >), etc.</p> <p><u>Desired Outcome:</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. We strive for students to gain foundational math fluency to engage in higher level math 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 arithmetic practice (+, -, x, ÷), master basic math concepts (fractions, decimals, percent), and application of arithmetic and basic concepts to real world problems. SW6i</p> <p>Annual Goal #2: By the year end iReady diagnostic assessment 80% of students will reach their annual typical growth goals and 50% will surpass their annual stretch goals as determined by the initial placement assessment each school year.</p> <p><u>Desired Outcome:</u> We want all our students to continue to improve their overall math skills in order to be successful in their future math classes. With iReady typical growth and</p>	<p>Activities cycle through on an annual basis</p>	<p>Principal Vice Principal Math DH ELL Coordinator SSC</p>	<p> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>Quarterly Grades & Failures SW3</p> <p>iReady Math universal screener fall, winter, and year end data SW3</p> <p>Annual SBA SW3</p> <p>Instructional Data Teams student data SW3</p> <p>Nearpod, Teachers pay Teachers, and IXL</p> <p>It is important to look at SBA data from this 20-21 “lockdown year”. We will set it as a new baseline and determine goals from there, as we tackle the academic problems created by this pandemic.</p>

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<p>stretch goals it allows students to progress from below grade level towards a path of proficiency.</p> <p><u>Enabling Activities:</u> 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><u>Annual Goal #3:</u> All students at Jarrett will be able to decode, analyze, and construct viable arguments to answer grade level real world problems as measured by Instructional Data Team constructed response data.</p> <p><u>Desired Outcome:</u> We strive for students to be able to think critically, work collaboratively, and apply their problem solving skills to complex problems involving real-world situations.</p> <p><u>Enabling Activities:</u> 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>				
<p>Science Department:</p> <p><u>Annual Goal #1:</u> Students will gain a better understanding of NGSS as measured by the new NGSS state test. SY20-21 will serve as the baseline of proficiency (understanding and ability). Our goal will be to see at least 5% annual gains of proficiency on future NGSS tests. SY20-21 NGSS Proficiency Rate = __%</p> <p><u>Desired Outcome:</u> The new NGSS requires students to learn science content across the disciplines. We strive for students to engage in and retain science concepts taught in an integrated format.</p> <p><u>Enabling Activities:</u> Information will be revisited across grade levels to ensure a deeper understanding of the 3 content areas. Each grade level will expose students to content in an interdisciplinary manner. SW6i</p>	<p>Activities cycle through on an annual basis</p>	<p>Principal Vice Principal Science DH ELL Coordinator SSC</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Quarterly Grades & Failures SW3</p> <p>Annual SBA SW3</p> <p>Science HSA SW3</p> <p>Instructional Data Teams student data SW3</p> <p>Nearpod, Teachers Pay Teachers</p> <p>It is important to look at the 8th grade NGSS data from</p>

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<p>Annual Goal#2: Students will be given opportunities to apply scientific concepts to real world situations as measured by grades on class projects and proficiency rates on pre-post Instructional Data Team assessments. At least 80% of students will show grades of C or higher and at least 90% of students will show improvements on pre-post Instructional Data Team assessments.</p> <p>Desired Outcome: The new NGSS requires students to observe a phenomenon in order to learn science concepts. We strive to make the observation of phenomena relevant to our students' lives to tap into their prior knowledge and increase engagement.</p> <p>Enabling Activities: Engage students in hands-on activities and EDP, real-life field trips and activities. Use phenomena to engage and explain scientific concepts utilizing CER. SW6i, 6ii</p> <p>Annual Goal #3: 100% of students will be given opportunities to design and conduct scientific and engineering practices to solve real-world problems. (SEP). At least 90% of students will show proficiency as measured by quarterly passing grades.</p> <p>Desired Outcome: This ability is a common benchmark, a problem solving life skill, and a basis for scientific and engineering practices (SEP). We strive to teach students the practices and have them apply them to their lives.</p> <p>Enabling Activities: Learn independent & dependent variables (ex. graphic organizers, Cornell notes, P.U.C.ing the text, labs, AVID strategies). Learn how to form hypotheses using variables. Evaluate data from various sources to draw conclusions. SW6i</p>				<p>this “lockdown year”. We will set it as a new baseline and backwards map our goals to 7th and 6th grade as we tackle the academic problems created by this pandemic and the new format of testing.</p>
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<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. This will be measured by quarterly passing grades and TeenBiz lexile scores.</p> <p><u>Desired Outcome:</u> Majority of our students are reading below grade level and struggle to comprehend historical nonfiction texts and concepts. We strive to improve our students' nonfiction reading comprehension abilities by more than a year's lexile point level (70 points +).</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. SW6i</p> <p><u>Annual Goal #2:</u> Students will improve their skills in academic writing so they can critically engage with history. This will be measured by pre-post Instructional Data Team teacher-made assessments. At least 90% of students will show gains in their academic writing skills.</p> <p><u>Desired Outcome:</u> Students routinely struggle with expressing their ideas through written form from a simple summary to an analysis of a historical event. We strive to provide a variety of mediums for students to express their understanding of history through writing.</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>Activities cycle through on an annual basis</p>	<p>Principal Vice Principal SS DH ELL Coordinator SSC</p>	<p> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>Quarterly Grades & Failures SW3</p> <p>TeenBiz Lexile level improvements SW3</p> <p>Instructional Data Teams student data SW3</p> <p>Nearpod, Teachers pay Teachers, Achieve3000, Storyboard, and Quia</p>
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<p style="text-align: center;">FSC and SMI SpEd:</p> <p><u>Annual Goal #1:</u> Increase communication skills, by 100%, of FSC/SMI students that leads to independent adult living skills.</p> <p><u>Desired Outcome:</u> Students in FSC/SMI classes lack the skills to communicate effectively to function effectively in society. We strive to provide real-life, community-based opportunities to learn these communication skills.</p> <p><u>Enabling Activities:</u> SW6iii</p> <ul style="list-style-type: none"> • Practice using preferred mode of communication • Practice greeting familiar adults and students in school • 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><u>Annual Goal #2:</u> Increase social 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. At least 90% of their individual goals will be mastered.</p> <p><u>Desired Outcome:</u> Students in FSC/SMI classes lack the social skills and communication skills to function effectively in school and the community. We strive to provide real-life, community-based opportunities to learn these communication and social skills.</p> <p><u>Enabling Activities:</u> SW6iii</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. 	<p>6th Grade serves as the baseline of progress for each individual student.</p> <p>Each following year, individual students will double the amount of learning (i.e. Knowing 25 survival words will increase to 50)</p>	<p>Principal Vice Principal SpEd DH SSC</p>	<ul style="list-style-type: none"> x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Quarterly Grades & Failures SW3</p> <p>iReady Reading and Math universal screener fall, winter, and year end data SW3</p> <p>TeenBiz Lexile level improvements SW3</p> <p>Accelerated Reader universal screener and year end data SW3</p> <p>Annual SBA and HSA-ALT SW3</p> <p>Science HSA SW3</p> <p>Nearpod, Teachers pay Teachers, and Renaissance</p>
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<ul style="list-style-type: none"> • Community Based Instruction (CBI) to practice social skills and functional communication skills. • 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). 				
<p>Counseling Department:</p> <p>Annual Goal #1: Utilizing Infinite Campus and LDS, student attendance will be continually monitored to identify at risk attendance and reduce Chronic Absenteeism rates by 5% each year. SY20-21 will serve as the new baseline. Pandemic lockdowns severely impacted our attendance rates. SY20-21 Chronic Absentees = ____%</p> <p>Desired Outcome: 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. We strive to reduce chronic absenteeism rates by at least 5% a year.</p> <p>Enabling Activities: 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>Desired Outcome: Character development aligns with middle school concept.</p> <p>Enabling Activities: Advisory activities address GLOs & SEL consistently each quarter. 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) SW6i, 6iii</p>	2021-2023	Principal Vice Principal Counselor DH Registrar	<ul style="list-style-type: none"> x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Quarterly Grades & Failures SW3</p> <p>iReady Reading and Math universal screener fall, winter, and year end data SW3</p> <p>Accelerated Reader universal screener and year end data SW3</p> <p>Annual BASE SW3</p> <p>Attendance Data</p> <p>YouScience Data</p>

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<p>Annual Goal #3: Interventions will be implemented for students identified as high risk to help support their academic success. Baseline # of failures will be determined at the first grade update of the year. Reductions in failures per quarter will be determined to ultimately get to less than 10% for the year.</p> <p>Grade 6 Failure # = ____ Grade 7 Failure # = ____ Grade 8 Failure # = ____</p> <p>Desired Outcome: We strive to decrease the number of failing students. Providing various interventions for these students will help support their academic success.</p> <p>Enabling Activities: SW6ii Team Meetings, Parent Conferences Student Focus Team Notes Ongoing Monitoring and Check-Ins Home visits Small Group Activities with parents Study Spaces Credit Recovery during the school year Credit Recovery during the summer</p>				
<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. We strive to attain this through quarterly team sports, band concerts, and group projects. This goal also measured by the # of passing grades at 95% or higher.</p> <p>Desired Outcome: 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. We strive to provide experiences that develop the whole child, but also teach them to be a part of something greater than themselves.</p> <p>Enabling Activities: SW6ii</p>	<p>Activities cycle through on an annual basis</p>	<p>Principal Vice Principal Electives DH</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Quarterly Grades & Failures SW 3</p> <p>Instructional Data Teams student data SW 3</p> <p>Nearpod, Teachers pay Teachers, and Renaissance</p>

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<p><u>Band:</u> Students will perform together as a team to produce a product that is greater than its individual parts.</p> <p><u>Physical Education:</u> 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><u>Creative Design:</u> Students will be given different projects that they will need to build out of materials provided to them.</p> <p><u>Annual Goal #2:</u> Students will learn and apply etiquette and social awareness that is integrated through elective classes. This will help to reduce the # of A and B offenses on campus by 5% from previous year data.</p> <p><u>Desired Outcome:</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. We strive to integrate these norms through class projects and activities.</p> <p><u>Enabling Activities:</u> SW6ii</p> <p><u>Band:</u> Students will develop the skills necessary to work together in harmony to produce musical performances.</p> <p><u>Physical Education:</u> Students will learn, develop and demonstrate the skills and abilities needed to play together cooperatively, successfully and safely.</p> <p><u>Creative Design:</u> Students will be given due dates for their projects and taught how to manage their time in class. Students will also learn and apply safety rules to their projects and class activities.</p> <p><u>Annual Goal #3:</u> Through self-discovery, students will explore and apply their individual skill sets. Ideally, students will be able to discover what skills they possess. This goal also measured by the # of passing grades at 95% or higher.</p>				
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<p><u>Desired Outcome:</u> Our Students tend to lack confidence in themselves and trusting others. Through class activities taught and learned, we strive to have our students 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><u>Enabling Activities:</u> SW6ii</p> <p><u>Band:</u> Students will learn to produce a music product as an individual as well as a group, understanding that a group is only as good as its weakest link.</p> <p><u>Physical Education:</u> 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><u>Creative Design:</u> Students will be taught skills to create the projects that they will be assigned and can share with their families.</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 two years,	Rationale:
<p>Teachers will engage in planning and professional development days. Teachers will 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></p> <ul style="list-style-type: none">● <i>plan how to incorporate GLO's into the content curriculum, (21-22)</i>● <i>plan how to incorporate our school's new mission and vision statement into classroom and schoolwide practices, (21-22)</i>● <i>create PD to match content area needs, (21-22, 22-23)</i>● <i>plan for differentiated instruction, (21-22, 22-23)</i>● <i>implement instructional strategies that move students beyond one year of learning, (21-22, 22-23) and</i>● <i>provide students more opportunities to engage in hands-on activities. (21-22, 22-23)</i> <p>Teachers will also engage in Teacher Passion Projects that are personalized and given the time to develop their individual growth as an educator.</p> <p>Teachers will be given 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, and their effect on JMS students.</p>	<p>There is much knowledge about teaching and learning within our own school community. No one knows more about teaching our Palolo students than our teachers. Learning together and from each other not only empowers each other as educators, but it also increases the collective teacher efficacy of our school. Research studies note that collective teacher efficacy has the greatest impact on student learning and can increase student learning by more than 5 years.</p> <p>Teacher Passion Projects also attempts to tap into our own teacher expertise and increase individual capacity. It is also a hope to increase teacher collaboration on various projects.</p>

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome & Enabling Activities	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><u>Desired Outcome:</u> We strive to provide the time and structure for teachers to engage in Professional Development to improve professional, classroom, grade level and school wide practices.</p> <p><u>Enabling Activities:</u> SW6iii</p> <ul style="list-style-type: none"> • Individual PD Time • Department PD Time • Grade Level PD Time • (Teacher subs & stipends) 	Activities cycle through on an annual basis	Title I Coord. DHs GLCs	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Agendas Minutes
<p><u>Desired Outcome:</u> Through Instructional Data Teams, we strive to develop classroom instruction that improves student development by over a year, and is specific to JMS students.</p> <p><u>Enabling Activities:</u> SW6iii</p> <ul style="list-style-type: none"> • Department Planning, Collaboration, Work Analysis, and Classroom Instruction. • AVID and AMLE Memberships and Conferences 	Activities cycle through on an annual basis	Department Heads Principal Vice Principal	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Student work samples Baseline and post assessments

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<p><u>Desired Outcome:</u> We strive to increase teacher efficacy through Teacher Passion Projects by engaging in self-determined professional development.</p> <p>Various Activities TBD SW6ii, 6iii</p> <p><u>Enabling Activities:</u></p> <p>Previous Projects: 5th Grade Recruitment, Professional Reading, At-Risk Boys Group, Increase JMS Social Media Presence, JMS Recruiting Video at Kahala Mall, 8th Grade Girls Group, ELL PD</p>	<p>Activities cycle through on an annual basis</p>	<p>Principal</p>	<p>x WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Time Log</p> <p>Personal Reflection</p>
<p><u>Desired Outcome:</u> We strive to provide the personnel support for our ELL and SpEd students.</p> <p><u>Enabling Activities:</u></p> <p>Teacher and Student support for ELL, SPED and high risk students.</p>			<p>x WSF</p> <p>x Title I</p> <p>x Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>WIDA Testing, IEPs</p>
<p><u>Desired Outcome:</u> We strive to provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards.</p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • ELL Program • Study Spaces • Glad and AVID Strategies SW6iii 			<p>x WSF</p> <p>x Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>WIDA Testing, IEPs, SBA</p>

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<p><u>Desired Outcome:</u> We strive to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.</p> <p><u>Enabling Activities:</u> SW6iii</p> <ul style="list-style-type: none"> • ELL Tutor Support • Glad and AVID Instructional Strategies • Professional Development for Teachers • iReady Assessment • IEP's and 504's 			<p> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>WIDA Testing, IEPs, SBA</p>
<p><u>Desired Outcome:</u> We strive to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, and through activities.</p> <p><u>Enabling Activities:</u> SW6i, 6ii, 6iii</p> <ul style="list-style-type: none"> • Teacher Parent Conferences • AA Weekly Activities • Uncle Matt Mentorship Support Group • Science NGSS • Career Days • College Visits • AA Career Activities • Behavior Plans • Parent Conferences • Teacher Support Plans • Professional Development Days • AVID / AMLE Strategies • Visible Learning Strategies 			<p> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/ </p>	<p>SBA, IEPs HSA,504s</p>

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

Outcome: By the end of two years,	Rationale:
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> <ul style="list-style-type: none">• JMS Website, <i>SW4</i>• School Planner,• Hawaii Public School Website <i>SW4</i>
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 as noted in our recommendations from our last WASC visit. In addition, increasing teacher work efficiency through technology ultimately allows more time for classroom planning.</i>
Consider and plan for ways to increase the amount of GLOs integrated throughout school programs and in the classroom. Also plan for ways to create concrete steps to put our new mission into action in daily life at school.	<i>Increasing the responsibility and application of GLOs by students will allow teachers the support to focus on classroom instructional practices. Focusing students, staff, and families around our school mission will create a more unified school.</i>

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome Enabling Activities	School Year(s) of Activity	ART Accountabl e Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<u>Desired Outcome:</u> Increase student leadership opportunities (2021-2022). Integrate our new mission into daily JMS life (2021-2022). Integrate the GLOs into the curricula (2022-2023) <u>Enabling Activities:</u> SW6iii <ul style="list-style-type: none"> ● Integrate service learning projects school wide, in 8th Grade Leadership and AVID classes. ● Increase the amount of school wide decision making opportunities for the student Town Council. ● Create formal systems that integrate GLOs and the school mission into daily school life. 	2021-2023	Registrar - SAC DHs GLCs Principal Vice Principal	x WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III (Buses for service learning leadership opportunities, Subs for planning, AA supplies.) (Student Town Council shirts, supplies, and other incentives)	Increased number of educational field trips Increased opportunities to learn and practice the school mission and vision GLO Awards

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<p><u>Desired Outcome:</u> Continue to stay ahead of technology needs.</p> <p><u>Enabling Activities:</u></p> <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 applications to our students. 			<p>x WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Budget for current laptop replacement plan.</p> <p>Replace current technology with newer versions when applicable (i.e., Smartboards)</p>
<p><u>Desired Outcome:</u> We want to increase parent and family engagement</p> <p><u>Enabling Activities:</u> SW 7</p> <ul style="list-style-type: none"> ● Pottery Night ● Bingo Night ● Open House ● Parent Orientation ● Jarret Pride Day ● Planners ● Educational Networks (website) ● Direct communication through PCNC ● Periodic Survey of Parents 		<p>Principal</p> <p>Title 1 Coord.</p> <p>PCNC</p>	<p><input type="checkbox"/> WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Number of parents attending school activities</p> <p>Increased quality interactions, including but not limited to two-way communication between families and school</p>

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<p><u>Desired Outcome:</u> We strive to improve our coordination and integration with other federal, state, and local services, resources, and programs.</p> <p><u>Enabling Activities:</u> SW 5</p> <ul style="list-style-type: none">● Kulia Afterschool Program● UH Nutrition Program● Dare Program● Uncle Matt Mentorship Support Group● Ka'i Program● Ukulele Group● Education Information @ Bingo and Pottery Nights● Jarrett Foundation				
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