KMR Two-Year Academic Plan 2021-2023

Robert Louis Stevenson Middle School

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Submitted by Katherine Balatico	Date: April 7th, 2021
Signature:	
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Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
● Other
	1. Need: Tier 1 and Tier 2 supports for student academic and behavioral needs (WASC Critical Area #5 & 6)
	2. Need: Progress monitoring of students (WASC Critical Area #6)
	3. Need: 7 year Transitional Plans for each student (WASC Critical Area #3)
	4. Decrease Achievement Gap between High-Needs and Non-High Needs students (WASC Critical Area #5 & 6)
	5. Increase Student Proficiency in ELA, Math, and Science year-to-year
	6. Increase community (students, families, and other stakeholders) connectedness to school
	7. Increase student centered classrooms across campus (WASC Critical Area #4)
	8. Continue to implement evidence-based strategies and monitor implementation through the ILT process (WASC Critical Area #2)
	9. Increase shared responsibility of leadership with all stakeholders (WASC Critical Area #1)

	Addressing Equity: Sub-Group Identification

	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.
	
	Targeted Subgroups-
	1. ELL
	2. Students with disabilities
	3. Disadvantaged
	4. Students with evidence of learning loss and/or SEL loss
	
	Needs for all subgroups:
	    1. To meet the needs of all of our increasingly diverse learners, shift educator mindsets from deficit-oriented perceptions to asset-oriented beliefs for all students
	    2. Attendance support
	    3. School Belonging
	    4. Academic support
	    5. Differentiation

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	SY 20-21 Spring iReady Reading	SY 20-21 Spring iReady Math	SY 18-19 HSA Science	SY 20-21 Attendance	SY 20-21 % of Population
All Students	48%	40%	39.29%	95.68%	100%
ELL	5%	13%	0%	89.69%	9.8%
SpEd	2%	0%	5%	94.13%	8.0%
High Needs	34%	28%	23.27%	94.06%	34.7%
Low SES	36%	30%	26.73%	94.26%	51.3%
Native Hawaiian	35%	26%	20.0%	93.67%	15.3%

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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.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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<u>**Goal 1:**</u> **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:
By the end of two years, RLSMS will: 1. Close the achievement gap between our high needs and non-high needs students. 2. Increase student learning and growth in math, reading, and science. 3. Increase English Language Proficiency for English Learners. 4. Develop a safe, welcoming, supportive school in which all students feel like they belong. 5. A CTE program that supports college and career readiness will continue to be developed and implemented in the 7th and 8th grade.	1. Inclusive practices, including differentiation, have been shown to provide our highest needs students, EL and SpEd, the greatest chance of achieving academic proficiency, and allow them to learn standards-based, on grade level content with high levels of rigor. 2. While our math, reading, and science scores have shown slight fluctuations in past years, test scores remain largely stagnant or have gone down. 3. As our EL population continues to grow, opportunities in content-area classes are needed to increase the students' academic vocabulary, as all teachers are teachers of language. 4. As a student's emotional well-being is strongly tied to their ability to perform academically, our students need a strong sense of belonging to the school. Hawaiʻi's Middle Level Education Policy states that all students should have one adult on campus who knows and cares about them. 5. Students who are better prepared for high school and informed of the registration process are more likely to make a better informed decision regarding opportunities in high school, which can lead to greater success at the high school level, as well as beyond high school graduation. Personal transition plans will include aptitude and interest survey results, iReady diagnostic data, goal setting, grades, etc. Students will receive one-on-one, as well as group counseling to ensure students are supported throughout the transition to high school.

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
SS1: We will close the achievement gap between our high needs, EL, SpEd students and our non-high needs students by 8 points (4 points each year) in reading, math and science.	a. Train teachers in the HMTSS process schoolwide and provide ongoing training and coaching for teachers in order to provide high quality learning experiences, to modify, and to differentiate instruction for all learners, and reflect these changes in curriculum maps. b. Ongoing PD to support teachers in the selection and implementation of instructional strategies to support learning of all students. c. All general education inclusion teachers and special education teachers will continue to receive training and support in facilitative instructional strategies. d. All teachers will receive training and support in inclusive practices. SW 6 (i) SW 6(iii)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** 100% of teachers will be trained on the HMTSS process (WASC #5). At least 75% of course alike peer's dialogue and discussion will reflect evidence-based differentiated instruction, high effect strategies, and consistent meeting of cycle SMART goals evidenced in Data Team worksheets (WASC #5). Inclusion classroom observation data and post-observation discussion notes are provided to teachers and admin to determine next steps. 75% of teachers will consistently use the Counselor Communication Log Counselors will follow up with all stakeholders regarding counselor communication log as needed. **SY 2022-2023** All teachers trained in facilitative and inclusive instructional strategies will complete beginning

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					and end of year self assessments and self reflections on their practices. In quarterly classroom visits or walkthroughs, 95%+ of teachers will be implementing instructional strategies from a recent professional development session. (WASC #2) Through classroom observation, 100% teachers will show growth in the use of inclusive instructional strategies. All content area curriculum maps will reflect inclusive curriculum and instructional strategies that support all learners.

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SS2: Increase schoolwide student learning and growth in math, reading, and science: ELA Spring iReady from 48% to 55% (4 points per year) Math Spring iReady from 40% to 50% (5 points per year) Science HSA: from 42% to 50% (4 points per year)	a. Through the Data Teams process and Department Time, teachers will engage in professional conversations regarding student data and evidence-based instructional strategies to support student engagement, learning, and resilience, as well as any learning loss that may have occurred due to the Covid-19 Pandemic. SW 6 (iii) b. All teachers will analyze Diagnostic i-Ready student progress data at least three times per year to ensure they are cognizant of achievement gaps and select appropriate instructional strategies. SW 6 (iii) c. Math department will continue to build on knowledge and skills learned through the work with Judy Keeney and continue to work with district RTs to implement student-centered, inclusive instructional strategies that increase student participation and discussion. d. Science department will work with district RTs to incorporate computer science standards into course content. e. Social Studies - For teachers in the Facilitative Instruction Process, follow-up training, co-teacher discussions, and follow-up supports will be provided by District RTs to	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** 100% of core teachers will use the state and department approved curriculum (Blackboard, Springboard, Ready Classroom) for their instruction and assessment. At least 75% of course alike peer's dialogue and discussion will reflect evidence-based differentiated instruction, high effect strategies, and consistent meeting of cycle SMART goals evidenced in Data Team worksheets. (WASC #5) 100% of teachers will participate in school-wide, grade level, and class iReady diagnostic data analysis. (WASC #5) iReady data will show students achieving yearly typical growth. Through classroom observations, 75%+ of math teachers will be observed implementing one or more open-ended math instructional strategy. Science HSA data will show students achieving yearly growth goal.

	strengthen supports for students in inclusive settings. SW 6 (iii) f. Plan and Implement a system for timely Student Focused Team meetings will include planning and generating student specific strategies for in-class interventions. SW 6 (iii) SW 6 (i) SW 6 (ii)				
SS3: Increase English Language Proficiency for English Learners to 58.75%	a. As a KMR school, Stevenson aligns to KMR's Theory of Action for EL success includes adopting KMR's Vision for ELs, Language Development Approach, and Principles for Effective English Language instruction in all classrooms. b. All Content Areas: all teachers will be teachers of language; all teachers will be trained in the Key Principles for Effective English Learner Instruction (Know Your Learners; Create Conditions for Language Learning; Design High-Quality Lessons for Language Development; Adapt Lesson Delivery as Needed; Monitor and Assess Student Language Development; Engage and Collaborate Within a Community of Practice) SW 6 (i)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** Establish baseline data on teachers providing multiple opportunities for EL students to use academic vocabulary and student-led discussions with supplements and scaffolds. All teachers will be trained to take ELs' WIDA ACCESS Individualized Reports to plan, scaffold, and differentiate for students' weaker language domain(s) to promote growth. EL Coordinator will share data on ELs with all teachers, provide and inform teachers of students' areas of need in language domains and content areas. All teachers will use formative assessments to determine students' areas of growth and need **SY 2022-2023** Increase teachers providing multiple opportunities for EL students to use academic vocabulary and student-led

					discussions with supplements and scaffolds by 15%. 75% of teachers will use WIDA ACCESS Individualized Reports to plan, scaffold, and differentiate for students' weaker language domain(s) to promote growth.
SS4: Develop a safe, welcoming, supportive school in which all students feel like they belong. School belonging will increase by 24% on the Panorama Survey.	a. In conjunction with HMTSS training, PBIS Committee will train all faculty and staff on the PBIS framework, which includes Social-Emotional programs and Buc Rewards. b. Weekly implementation of Social-Emotional learning programs and activities in order to improve student well being. c. Staff will work with students to further develop positive behaviors/GLOs in order to increase students' belief in the value of a positive school culture by using the Buc Reward system. d. All students will complete quarterly student surveys in AA regarding their sense of school belonging. SW 6 (iii)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** 100% of teachers will utilize Second Step in their AA classes 80% of AA teachers will hit the target 25% completion rate of Second Step per quarter. 100% of faculty and staff will be trained in the PBIS framework, which include the SEL program SecondStep, and the Buc Rewards system. **SY 2022-2023** 90% of school personnel will distribute Buc Rewards 75% of students will receive Buc Rewards. 100% of teachers will use AA survey results to adjust approach and content delivered.

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| SS5: A CTE program that supports college and career readiness will continue to be developed and implemented in the 7th and 8th grade. | a. Families and other community stakeholders will be engaged in ongoing conversations regarding the school's CTE program and the connection to the CTE pathway options available in high school.
b. All 7th and 8th grade students will have a 7-year personal transition plan, which will help all stakeholders to prepare for the transition to high school, college, and career. SW 6 (ii)
c. All 7th and 8th grade CTE Core classes will offer opportunities for career and college exploration and exposure through hands-on activities, guest speakers, excursions, and self-exploration. SW 6 (ii)
SW 6 (iii) | 2021-23 | | ☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | **SY 2021-2022**
100% of students will complete the CTE student survey

All 7th and 8th grade students will complete a semester long exploratory CTE course

SY 2022-2023
Counselors will meet with 100% of 7th grade students in small groups regarding their personal transition plans

Counselors will meet with 100% of 8th grade students individually regarding their personal transition plans |

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<u>**Goal 2:**</u> **Staff Success**. Stevenson 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:
1. Teachers will use faculty meetings and other forums (i.e. data teams, team meetings, department meetings) to have student-centered discussions relating to curriculum, instruction, and assessment. Teachers will use the HMTSS process to identify students with specific needs, and choose appropriate measures to support all students. 2. All new teachers will be trained on school-wide initiatives as well as curriculum, and refresher courses will be provided for returning teachers as needed. 3. Teachers will implement standards based instruction and grading. 4. All teachers of EL students will successfully implement EL strategies to support the WIDA standards and Language Objectives in their classroom as appropriate (EL Success Initiative Strategic Goal 3).	1. The intentional focus on positive learning outcomes for all students and specific supports and interventions will promote a school wide focus on equity, which will overtime become a norm. 2. Professional development is intentionally selected based on student needs identified by school-wide data, as well as needs identified by teachers through the CSI process. Ensuring implementation of learned instructional strategies will increase teacher efficacy. 3. Consistency across grade, content, and course-alike peers ensures all students are exposed to a rigorous education regardless of schedule assignment. Implementation of standards based instruction and grading ensures all students are receiving rigorous, standards-aligned instruction, and are assessed on the state CCSS and NGSS standards. 4. As our EL population continues to grow, and as all teachers are teachers of language, it is imperative that our EL students receive appropriate accommodations in order to ensure they make progress towards English language proficiency.

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StS 1: Teachers will use faculty meetings and other forums (i.e. data teams, team meetings, department meetings, summer planning) to have student-centered discussions relating to curriculum, instruction, and assessment which will help to develop more student-centered classrooms across the campus (WASC Critical Area 4).	a. Coaching with ongoing classroom support from district and complex area resource teachers that will serve to improve pedagogical practices and learning outcomes for all students. SW 6 (ii) b. Develop a framework and guidelines for asset-oriented, student-centered discussions, which can then be implemented during team, data teams, and department meetings. SW 6 (ii) c. Plan and implement a system for timely Student Focused Team meetings to include planning and generating student specific strategies for in-class interventions. SW 6 (i) SW 6 (iii)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** Collect evidence of Data Teams SMART goal achievement progress Weekly student-centered, asset-oriented discussions by teachers in which teachers develop actionable plans to support students as evidenced by team and department meeting notes, as well as Data Teams worksheets Summer planning day meeting minutes and curriculum maps will reflect conversations centered on student-learning data, and curricular decision making based on student need. **SY 2022-2023** 75% of Data Teams groups will meet their SMART goals each cycle.

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StS 2: Teachers will use the HMTSS process to identify students with specific needs, and choose appropriate measures to support all students.	a. Train teachers in the HMTSS purpose, process, and framework schoolwide and provide ongoing training and coaching for teachers in order to provide high quality learning experiences, to modify, and to differentiate instruction for all learners. b. All teachers will be trained on how to use the Counselor Communication Log SW 6 (i)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** 100% of teachers will receive training on the HMTSS framework Team meetings will be centered around student discussions as they relate to the HMTSS protocols as evidenced by meeting minutes. 90% - Team minutes will reflect action steps will result from all student discussions to address current student needs (ie. behavior, attendance, academics, social, emotional, etc.)
StS 3: Teachers will implement standards based instruction and grading.	a. Professional Development and coaching on the purpose and implementation of Standards based instruction and grading with Anne Davies. SW 6 (ii), SW 6 (iii) b. Professional development and ongoing coaching on deconstructing standards to understand what knowledge, reasoning proficiencies, skills, and/or products underpin student success. SW 6 (ii), SW 6 (iii) c. Professional development and ongoing support on use of Infinite Campus as a tool that can be used in the implementation of standards based grading.	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** All core content areas will be trained on and begin implementing standards-based grading. All core content teachers will be trained on how to incorporate standards-based grading into Infinite Campus All core content Data Teams worksheets will indicate all work is based on grade-level standards and assessments are standards-aligned. All core content curriculum maps will be standards-based. **SY 2022-2023** All content areas will be trained on and begin implementing standards-based grading. All content teachers will be trained on how to incorporate

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					standards-based grading into Infinite Campus All content curriculum maps will be standards-based.
StS 4: All teachers of EL students will successfully implement EL strategies to support the WIDA standards and Language Objectives in their classroom as appropriate (EL Success Initiative Strategic Goal 3).	a. As a KMR school, Stevenson aligns to KMR's Theory of Action for EL success includes adopting KMR's Vision for ELs, Language Development Approach, and Principles for Effective English Language instruction in all classrooms. b. All Content Areas: all teachers will be teachers of language; all teachers will be trained in the Key Principles for Effective English Learner Instruction (Know Your Learners; Create Conditions for Language Learning; Design High-Quality Lessons for Language Development; Adapt Lesson Delivery as Needed; Monitor and Assess Student Language Development; Engage and Collaborate Within a Community of Practice) c. Teachers will be regularly made aware of any PD opportunities that are available for EL/Sheltered Instruction credit in order to complete the required instructional qualifications d. Professional development and coaching on the implementation of WIDA standards and			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** Walkthroughs will show 50% of classrooms will have appropriate WIDA standards/language objectives posted. Establish baseline data on teachers providing multiple opportunities for EL students to use receptive and productive language in the classroom to provide student voice and show learning with various modalities. **SY 2022-2023** 75% of teachers will report having completed the necessary EL/Sheltered Instruction credits. Increase teachers providing multiple opportunities for EL students to use receptive and productive language in the classroom to provide student voice with various modalities by 15%

	Language Development Approach components. e. Teachers will utilize WIDA Standards to create language objectives to support receptive and productive language functions in every classroom to ensure student voice and learning SW 6 (i)			

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

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Outcome: By the end of two years,	Rationale:
1. Recognizing teachers are leaders and desire to contribute to the school community, development and design of programs, and the decision-making process, teacher leaders are identified and trained on best practices to support all faculty and staff in the implementation of school-wide initiatives. 2. All teachers will be empowered to take on leadership roles in some capacity. Continue to strengthen shared responsibility and leadership with all stakeholders. (WASC: 1) 3. Continue to create a culture of collaboration that contributes to ongoing improvement and reflection through the Continuous School Improvement Process. (WASC #2) 4. Parents will have a sense of ownership in their child's education journey and a sense of belonging in the school community as reported by an increase in parent engagement and two-way involvement. 5. Continue to provide 1:1 accessibility to technology through support, maintenance, and training.	1. When teacher leaders are supported and empowered to have a strong role in school-wide initiatives, they are better able to support others in our school community. Teachers who are given opportunities to take on leadership roles within the school will feel more connected and valued. 2. While not all teachers will be a part of the Leadership Team, we recognize that leadership is not relegated to only those specifically identified. Teacher leaders may not necessarily be holding a title, but there are many ways teachers can be leaders in the school. As opportunities arise, all teachers should feel they have the support to step into a leadership role. 3. Engaging teachers in the CSI process supports teachers with being an active participant in data analysis and reflection. This allows teachers to understand the 'why' behind where our school-wide initiatives come from; it also allows all teachers to have a voice in the school-wide initiatives as they will contribute to the identification of school strengths, challenges, and implications which will be used to shape initiatives. Also the process will help teachers to gain a better understanding of our students and community. 4. Response rates for the SQS from our parent group continues to be a challenge. Furthermore, of those parents who responded, only 53% reported a positive perception of parental involvement. Parent engagement is a crucial component of a student's success. Parents who are involved in their child's education will have a sense of belonging to their school community and ownership for their child's education. 5. To close the digital learning gap and improve learning opportunities in and out of school, RLSMS will take the lead in ensuring each student has sufficient technology resources to access their education at home and at school.

Planning		Funding/Amount	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
SSS 1: Recognizing teachers are leaders and desire to contribute to the school community, development and design of programs, and the decision-making process, teacher leaders are identified and trained on best practices to support all faculty and staff in the implementation of school-wide initiatives.	a. Through coaching, continue to build the capacity of Teacher Leaders with school initiatives, implementation, and support of peers.	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** Teacher Leaders will document teacher efficacy moving from 3s to 4s on the Danielson Rubric and will reflect on Core Professionalism, especially in the areas of maintaining accurate records, active participation in PLCs, growth and developing professionally, and showing and modeling professionalism. Quarterly ART agenda and minutes Leadership meeting agenda and minutes SQS Teacher data

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SSS 2: All teachers will be empowered to take on leadership roles in some capacity. Continue to strengthen shared responsibility and leadership with all stakeholders. (WASC: 1)	a. Clear avenues to pursue leadership opportunities are available to all staff. b. When applicable, leadership opportunities will be advertised to all staff with instructions regarding how to apply or express interest. SW 6 (iii)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** SQS Teacher data: 65% of teachers will respond favorably to the prompt "I can offer my opinions freely on ways to make improvements at my school."
SSS 3: Continue to create a culture of collaboration that contributes to ongoing improvement and reflection through the Continuous School Improvement Process. (WASC #2)	a. All staff will engage in intentional data analysis using the continuous school improvement cycle of development towards an improved Comprehensive Needs Assessment, while identifying key root causes for identified needs. b. All staff will engage with the Program Evaluation Tool (PET) and Aggregated Implications to define improvement needs. SW 6 (ii)	2021-23		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**Semester 1 SY 2021-2022** Writing and implementation of Shared Vision **Semester 2 SY 2021-2022** Completion of Comprehensive Needs Assessment Revised Academic Plan Program Evaluation Tool by Implementation Group Completion of Problem Solving Cycle **Semester 1 SY 2022-2023** Monitoring of Shared Vision Implementation **Semester 2 SY 2022-2023** Completion of Comprehensive Needs Assessment

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					Completion of Academic Plan Program Evaluation Tool by Implementation Group Completion of Problem Solving Cycle
SSS 4: Parents will have a sense of ownership in their child's education journey and a sense of belonging in the school community as reported by an increase in parent engagement and two-way involvement.	a. Parents and families will be involved in developing and designing a learning hub to bridge cultural and academic, financial, and employment literacy, increasing connections to school (especially newcomer students and parents), community and culture. SW 6 (iii) b. Increase accessibility to the parent SQS survey by providing hard copy, translating into various languages, and having Chromebooks ready for parent use during school events/activities. c. Continue school-parent communications through monthly parent newsletters, School Messenger, and upkeep of school website, whenever possible, BSHAs will translate school documents for the school's demographics. SW 6 (i) SW 7			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** Meeting minutes from school-community development and designing meetings capture parent involvement in discussions to create learning space for welcoming families and newcomer students. Parent participation in the SQS survey will increase by 10%. Parent involvement opportunities and volunteerism will increase consistently throughout the year (in comparison to baseline data collected) Baseline usage data reporting visitation of the school website will be collected. Baseline data on the Welcome Center development plan and usage data will be collected. Documentation of school-parent communications, with translated documents whenever possible, and reports of sent School Messengers. **SY 2022-2023**

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					SQS parent positive response regarding involvement /engagement will increase to 63%. Parent participation in the SQS survey will increase by an additional 10%.
SSS 5: Continue to provide 1:1 accessibility to technology through support, maintenance, and training.	a. Continue to implement and improve the system for inventorying, distributing, and maintaining technology devices. b. Allocate fiscal resources to upgrade and purchase based on projected need. c. Utilize personnel to maintain devices, offer training, and support in-school personnel, students, and parents. d. Continue to train teachers on curriculum and instructional supplements and technology resources. SW 6 (i)			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	**SY 2021-2022** All teachers will be trained on curriculum and instructional supplements and technology resources, as evidenced by meeting and training sign ins. System for inventory, distribution, and maintenance of technology devices will be continually updated as evidenced through documentation. **SY 2022-2023** 75% of teachers will utilize curriculum and instructional supplements and technology resources, as evidenced by tool usage data. Documentation of projected need and allocated fiscal resources.