

Cohort 3-School Improvement Plan	
School Year:	2025-2026
School District:	Capital School District
School Name:	Dover Middle School Campus- School of Excellence & School of Innovation
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School Designation:	CSI
Revision Dates:	June 16, 2025 July 10, 2025 July 16, 2025
	Final 8/25/2025 RF/CL
Signatures:	
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District Superintendent or Designee	Dr. Victoir Cahoon

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District vision statement:
Through partnerships with students, families, and the community, we create a culture of high expectations and excellence. Our students will become lifelong learners equipped with 21st-century skills for success as global citizens. Advancing Educational Excellence through Innovation.
Enter a description of the campus model and what the model is for each school within the campus model.
The Dover Middle School Campus operates under a dual school model that unites the rigor of academic excellence with the creativity of innovative learning to develop the whole child. Through a culture anchored in Senator Pride, our model supports all students in becoming leaders, problem-solvers, and engaged citizens—prepared for high school, careers, and their role in the world. Shared School Model • Daily habits of reflection, responsibility, and striving for your personal best • Data-driven instruction aligned to Smarter Balance and STAR benchmarks • Structured support systems to reduce the number of students needing summer school • Commitment to inclusivity and ensuring every student's success, especially multilingual learners and students with disabilities • Fostering student-centered learning through collaboration, discourse, and technology integration (VILS Chromebooks) • Offering exploratory learning experiences connected to CTE pathways and real-world problem solving • Creating a culture where every voice is valued, and connection precedes content • Expanding access to after-school enrichment, 21st Century programming, and summer learning opportunities • Students have access to opportunities in both schools Middle School of Excellence (MSE) Focused on building strong academic foundations and promoting personal and collective excellence, this model emphasizes: • Houses the CTE and related arts Middle School of Innovation (MSI) Designed to spark curiosity and creative thinking, this model empowers students to become inventors and leaders of change by: • Houses the Performing Arts, and STEAM studio Unified Campus, Distinctive Strengths Though they reflect different instructional approaches, both the Middle School of Excellence and Middle School of Innovation are grounded in shared: • Core Values: Pride, Excellence, Innovation, Leadership, Inclusivity, and Citizenship • Vision: Developing Senators who learn and grow physically, intellectually, and emotionally to become innovators of excellence • Instructional Focus: Connection, collaboration, and professional growth through intentional planning and student talk • Social-Emotional Supports: A safe, healing-centered environment that prioritizes both student and adult well-being This unified school model reflects our belief that excellence and innovation go hand in hand, and that through inclusive, community-driven teaching, every student can thrive.

Analysis of 2024-2025 Schoolwide Goals					
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the previous year. This section is to be completed for CSI-R schools only.					
Previous Year's Goal #1	Increase academic achievement data through the implementation of high quality instructional materials, effective use of high yield instructional strategies, and inclusive and equitable practices.	Previous Year's Goal #2	Fostering a safe and supportive environment grounded through the use of trauma-informed and restorative practices, enhancing safety, and improving the connectedness and well-being of all students.	Previous Year's Goal #3	Nurture family and community relationships through strategic, systematic engagement opportunities.
Was the goal met?	Yes	Was the goal met?	No	Was the goal met?	No
What data do you have that support the outcome of the goal? Examples include: Student Performance Data, Attendance Records, Survey Results, Progress Monitoring Data, Qualitative Data, etc.	1) Student performance data (STAR & SBAC) 2) Attendance Data 3) PLC/ Staff Meeting Minutes 4) Teacher Focus Groups 5) School climate data	What data do you have that support the outcome of the goal? Examples include: Student Performance Data, Attendance Records, Survey Results, Progress Monitoring Data, Qualitative Data, etc.	1) Student performance data (STAR & SBAC) 2) Attendance Data 3) PLC/ Staff Meeting Minutes 4) Teacher Focus Groups 5) School climate data	What data do you have that support the outcome of the goal? Examples include: Student Performance Data, Attendance Records, Survey Results, Progress Monitoring Data, Qualitative Data, etc.	1) Student performance data (STAR & SBAC) 2) Attendance Data 3) PLC/ Staff Meeting Minutes 4) Teacher Focus Groups 5) School climate data

If the goal was not met, what actionable strategies could be implemented to address the area of need?	1) Establish and Implement a Consistent PLC Framework 2) Create a Yearlong Professional Learning Plan Aligned to Literacy and Intervention Priorities 3) Develop and Monitor a Tiered System of Literacy Interventions 4) Recruit, Onboard, and Retain Highly Qualified Reading Specialists	If the goal was not met, what actionable strategies could be implemented to address the area of need? 1. Student Performance Data (STAR & SBAC) Area of Need: Low academic achievement or lack of growth Actionable Strategies: Implement targeted intervention programs during or after school, based on STAR/SBAC data trends. Increase use of formative assessments to monitor progress more frequently. Differentiate instruction and provide tiered support aligned to students' proficiency levels. Offer professional development on data-driven instruction. 2. Attendance Data Area of Need: Chronic absenteeism or low daily attendance Actionable Strategies: Develop a tiered attendance intervention plan with parent outreach, counseling support, and incentives. Launch home visits or phone calls for students with frequent absences. Create mentorship programs where staff monitor and support students with attendance challenges. Partner with community organizations to address barriers to attendance (e.g., transportation, health). 3. PLC/Staff Meeting Minutes Area of Need: Gaps in instructional alignment, inconsistent practices Actionable Strategies: Strengthen PLC protocols to ensure data analysis drives instructional planning. Set clear SMART goals during PLCs to monitor the implementation of strategies. Increase collaborative planning time for cross-grade or content-alike teams. Assign instructional coaches or admin to facilitate and support PLCs. 4. Teacher Focus Groups Area of Need: Staff concerns about curriculum, support, or student behavior Actionable Strategies: Use feedback to design responsive professional learning (e.g., classroom management, culturally responsive teaching). Address recurring themes (e.g., lack of resources) through school improvement planning. Create teacher leadership teams to provide solutions and pilot changes. Ensure consistent two-way communication between staff and administration. 5. School Climate Data Area of Need: Low student engagement, safety concerns, or negative perceptions Actionable Strategies: Implement Positive Behavioral Interventions and Supports	1) Strengthen Math-Focused PLC Structures and Data Practices 2) Provide Ongoing, Targeted Professional Learning and Coaching 3) Strengthen and Monitor Math Intervention Systems 4) Recruit and Onboard Culturally Responsive Mathematics Specialists	If the goal was not met, what actionable strategies could be implemented to address the area of need?	1) Strengthen PLC Structures and Staff-Wide Collaboration 2) Improve Implementation of Interventions Through Professional Learning 3) Recruit and Onboard Specialized Educators to Promote Equity
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If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Strategies 1 and 2 were steps taken in 24-25 to meet the schoolwide goals. We are currently working on strategies 3 and 4 from line C5 or the 25-26 SY.	If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Strategies 1 and 2 were steps taken in 24-25 to meet the schoolwide goals. We are currently working on strategies 3 and 4 from line F5 or the 25-26 SY.	If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Strategy 1 was a step taken in 24-25 to meet the schoolwide goals. We are currently working on strategies 2 and 3 from line I5 for the 25-26 SY.
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2024-2025 Quantitative Data Analysis		
Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data to understand the most pressing needs of students, educators, and or other members of the school community and the potential root causes of those needs.		
Based on the analysis of the school's data, what are the school's strengths? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
The student population remains racially and ethnically diverse, particularly with strong representation of African American (57.54%) and Hispanic/Latino (15.8%) students.	The school continues to serve a richly diverse student body: African American students make up 52.96% of the population, Hispanic/Latino population rose from 11.38% to 12.5%, Multi-Racial and Asian populations saw slight increases.	As enrollment grows, the school must ensure resources—staffing, materials, space, and time—are aligned with student needs. This includes considerations for scheduling, class sizes, intervention programs, and extracurricular offerings that support both academic achievement and socio-emotional development.
The increase in total enrollment and the slight rise in racial and ethnic diversity—especially among Asian and Limited English Proficient students—suggest the need for enhanced cultural responsiveness in teaching and school climate. The school should prioritize inclusive practices, multilingual communication with families, and professional development that equips staff to meet the needs of diverse learners.	The number of students with Limited English Proficiency rose from 8.29% to 11.02%, suggesting increasing access or identification of multilingual learners.	The data reflects a steady enrollment trend, growing diversity, and a clear call to address the high needs associated with housing instability and specialized services.
A full program and strategic planning of MLL systems and services, development of disciplinary literacy structures, and foundational reading supports for striving students.	Limited English Proficiency students increased from 11.13% to 12.32%, indicating more linguistic diversity, which can foster a multicultural learning environment.	The curriculum has a variety of resources for SWD and MLL students. Teachers have access to the materials but they are underutilized possibly because of lack of training. This issue occurs primarily when new educators come after NTO or educators have not completed/don't refer back to the GettingStarted course.
Based on the analysis of the school's data, what are the school's challenges? Please address all students and all identified student groups.		
Challenges	Supporting Evidence from Needs Assessment	Root Causes
High Rate of Homelessness (McKinney-Vento)	Despite a slight decrease, a significant percentage of students (41.61%) continue to qualify under McKinney-Vento, indicating ongoing challenges with student homelessness and housing instability. Additionally, nearly 1 in 5 students (19.41%) receive special education services, reinforcing the need for robust support systems.	Although the percentage of students identified under McKinney-Vento decreased slightly, 41% of the student body continues to face housing instability—a substantial portion that requires sustained support. The school must continue to prioritize wraparound services, such as access to social workers, mental health resources, meal programs, and partnerships with community organizations. Overall, the data reflects a steady enrollment trend, growing diversity, and a clear call to address the high needs associated with housing instability and specialized services.
About 18.12% of students receive special education services (slightly down from 19.75%), requiring strong support systems, resources, and staff training.	SWD average a 4% proficiency whereas non SWD students is 23% MSI/30.7% MSE	We do not have a school improvement monitoring or progress monitoring calendar in place.

A small decline in Caucasian students from 16.77% to 14.78%, which may warrant further review if connected to larger demographic shifts or access/equity issues.	Equity gaps are evident: White and Multi-Racial students perform 2–3 times better on average than ELLs, Students with Disabilities, and Homeless students.	The consistency of underperformance for vulnerable groups indicates a need for targeted support and intervention strategies.
ELA and Math Proficiency are concerns: Middle School of Excellence: ELA: 25.35%, Math: 11.17%, Middle School of Innovation: ELA: 20.28%, Math: 8.32%.	The needs assessment data highlights significant concerns regarding student proficiency in English Language Arts (ELA) and Mathematics across two middle schools. At the Middle School of Excellence, only 25.35% of students are proficient in ELA, while an even lower 11.17% demonstrate proficiency in Math. Similarly, the Middle School of Innovation reflects comparable challenges, with ELA proficiency at just 20.28% and Math proficiency at a critically low 8.32%. These figures underscore a pressing need for targeted instructional interventions, data-driven strategies, and increased support systems to address foundational learning gaps. The low proficiency rates not only indicate academic struggles but also point to potential long-term impacts on student achievement, readiness for high school, and overall educational outcomes, reinforcing the urgency for a comprehensive school improvement plan.	The persistently low proficiency rates in ELA and Math at both the Middle School of Excellence (ELA: 25.35%, Math: 11.17%) and the Middle School of Innovation (ELA: 20.28%, Math: 8.32%) can be attributed to several root causes that are impeding academic progress. One significant factor is the inconsistent implementation of rigorous, standards-aligned curricula, which leads to instructional gaps and uneven student learning experiences. Additionally, insufficient professional development and coaching support for teachers has limited their ability to deliver differentiated, data-driven instruction that meets the diverse needs of learners. High teacher turnover and a lack of instructional continuity may also be contributing to the erosion of academic progress over time. Furthermore, limited access to targeted interventions and tiered support structures for struggling students hinders their ability to close learning gaps effectively. In some cases, low student engagement and chronic absenteeism further exacerbate learning challenges, especially in foundational literacy and numeracy skills. Collectively, these systemic and instructional challenges are critical root causes behind the low ELA and Math proficiency rates and must be addressed through strategic planning and sustained school improvement efforts.
Based on the analysis of the school's data, what are the school's strengths and challenges for ELA? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Established Baseline for Action: With consistent multi-year data, schools have a clear starting point to monitor intervention impacts.	SBAC: 10.7%% all student group, 0% of SWD, 2% of Homeless STAR: MSI 19.6% Proficiency, MSE 24.63% Proficiency, 4% Proficiency SWD, MSI Homeless Proficiency 12.82%, MSE Homeless Proficiency 8.28%	Each teacher team examines each of their student's most recent Star scores (also referring to past data for historical reference, as needed) and then determines whether the student requires a tier 2 or 3 intervention. If they require tier 3 reading intervention, they are most likely placed with the ELA teacher on that team. Some Science and Social Studies teachers take the students falling into the tier 1 category. The data is looked at and student placements adjusted following each Star assessment window.

Systems for Screening and Tiering: STAR Reading provides regular progress monitoring and enables data-informed placement in interventions.	If students require phonics or fluency, as indicated in their IEP, they are placed in a Phonics for Reading Intervention with a trained facilitator and receive this intervention during MTSS. At this time, we do not include tier 3, non-SWD students in phonics instruction even if their assessment data shows it as a need.	No school improvement monitoring calendar is in place to guide ongoing adjustments based on data. MTSS practices vary by team, with no standardized procedures for planning, delivering, or evaluating interventions. Phonics for Reading and Achieve3000, while available, are not effectively embedded into master schedules or monitored for fidelity.
Curriculum Adoption: McGraw Hill StudySync, a high-quality curriculum, is available and supported by scope and sequence planning.	At the end of the last year, district and school instructional coaches and ELA teachers collaborated on creating scope and sequence documents for the 2024-25 school-year. These were created with intentional focus on a collection of texts that were balanced in representation and addressed all of the CCSS standards multiple times throughout the year. Professional learning during this school-year focused on vocabulary strategies, fluency strategies, and standards alignment to ensure that all students had access to the HQIM. Additional information on equitable access is collected through walkthrough and classroom visits that include instructional coaches, administration, district specialists, and Delaware Department of Education involvement.	Despite the adoption of StudySync, underuse is evident, especially among new staff. Professional learning is inconsistent, with no formal plan for aligning training across leaders, teachers, and support staff. PLC structure lacks focus: Vertical alignment efforts have diluted time for grade-level specific instructional planning and data analysis.
Challenges	Supporting Evidence from Needs Assessment	Root Causes
Underutilization of Curriculum and Training	There is no systematic professional learning plan in place that aligns work for leaders, teachers, and support staff. District-level and school-level PL is often not planned out in advance and doesn't always address prioritized areas.	Curriculum and instructional practices are not consistently culturally responsive, limiting engagement and relevance for diverse learners. Many teachers do not have the training or time to effectively implement text-centered instruction, impacting the rigor and quality of lessons. The absence of certified reading specialists places undue responsibility on paraprofessionals for delivering foundational reading support.

Equity and Access Challenges	About 18.12% of students receive special education services (slightly down from 19.75%), requiring strong support systems, resources, and staff training.	Although our school does not currently have designated reading specialists or interventionists on staff, we have strategically leveraged our paraeducators to fill this instructional gap. These paraeducators have received multiple rounds of training in the Phonics for Reading program, equipping them with the necessary skills to deliver targeted support in foundational reading skills. Their training focuses on evidence-based strategies in phonics, decoding, and fluency, allowing them to effectively support students who require intensive intervention in these critical areas. By implementing this model, we have created a cost-effective, sustainable intervention system that maximizes existing resources while addressing the needs of our struggling readers. Continued support, coaching, and progress monitoring ensure that paraeducators remain effective in their roles and that student growth remains the focus of our intervention efforts.
Based on the analysis of the school's data, what are the school's strengths and challenges for Math? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Established Baseline for Action	SBAC:MSI 7.97% Proficiency, MSE 10.65% Proficiency, 3% Proficiency SWD, MSI Homeless Proficiency 2.78%, MSE Homeless Proficiency 2.08% STAR DMSC: DMSC 11.6% Proficiency	All students are administered the benchmarking STAR Math Assessment 3 times per year. STAR reports identify student strengths and areas of need. All students also participate in individual learning with ALEKS. Student strengths and areas of need are identified through an Initial Knowledge Check and learning is monitored through regular Knowledge Checks that determine mastery of skills. ALEKS can also serve as a progress monitoring tool. Students with similar strengths and areas of growth are grouped together for academic MTSS.
Systems for Screening and Tiering	All MATH teachers at MSE and MSI have access to Illustrative Mathematics from McGraw-Hill. Illustrative Mathematics appears on DDOE's Recommended Resource List. Core Math instructional time at MSE and MSI is 57 minutes. A typical Illustrative Mathematics lesson should take 45 minutes. IM lessons are accessible and equitable for ALL Learners through the built-in supports for SWDs and MLLs. IM includes a variety of virtual manipulatives and integrates hands-on activities that allow the use of physical manipulatives.	Tier 1- Core Instruction: DMSC prioritizes full implementation of Illustrative Mathematics as our Tier 1 core curriculum. Teachers are continuously supported to use: Embedded supports for differentiation within lessons (practice problems, built-in scaffolds, and supports), Formative assessment tools, such as cool downs and lesson based checks for understanding DMSC ensures fidelity through: Ongoing PLC discussions around lesson planning, & Instructional coaching (classroom walkthroughs and coaching cycles) Tier 2 Interventions: These student's MTSS math class is intentionally scheduled with their math teacher to rectify unfinished learning. Available tools used are ALEKS and ST Math. Tier 3 Intervention: Credit Recovery Intervention, Used when a student failed math course for the marking period, Focus on remediating significant gaps in understanding and help students earn back credit towards failed marking period, Involves a different instructional format (online coursework, and alternative pacing within 6 weeks)

Curriculum Adoption	1) Year 1 of Implementation - all MATH teachers and coaches participated in Unit unpacking and internalization with Specialists from UD's SSC. Unit and Lesson Internalization protocols developed with guidance from TNT. 2) Year 2 of Implementation - Specialists from UD's SSC support coaches with developing a keen eye for effective implementation of IM lessons and train coaches on structuring coaching cycles and PLCs. Additional support from TNT partners. All teachers attend and participate in weekly PLCs - Qualities of Curriculum-Embedded PLCs and Expectations 3) Year 3 of Implementation - we partnered again with UD's SSC to provide unit unpacking and internalization guidance for new teachers or teachers who are new to our District.	A collection of resources and protocols from the beginning of curriculum implementation is organized in the Math Teacher ToolKit . This toolkit is the one-stop shop for teachers to reference on a regular basis. Secondary instructional coaches come together for 5 all-day professional learning sessions for collaboration on and around district foci, missions, and visions for teaching and learning. These ideals are also reiterated in PLCs. Instructional math coach works closely with the administration team to align classroom instruction with district math goals and ensure fidelity to the core curriculum. This includes weekly meetings to discuss instructional trends and walkthrough feedback.
Challenges	Supporting Evidence from Needs Assessment	Root Causes
Underutilization of Curriculum and Training	There is no systematic professional learning plan in place that aligns work for leaders, teachers, and support staff. District-level and school-level PL is often not planned out in advance and doesn't always address prioritized areas.	The curriculum has a variety of resources for SWD and MLL students. Teachers have access to the materials but they are underutilized possibly because of lack of training. This issue occurs primarily when new educators come after NTO or educators have not completed/don't refer back to the GettingStarted course.
Equity and Access Challenges	Another bridge to increased mathematics proficiency is DMSC's commitment to common planning for grade-level content and teams as well as their commitment to weekly PLCs. A large barrier to academic success is the retention and turnover of teachers leaving vacancies that interrupt the growth and capacity of teachers as well as maintaining the consistency of practices. There are significant vacancies with positions that support SWDs and MLs.	While our school does not currently employ mathematics specialists or interventionists, we have taken intentional steps to address students' foundational math needs through the use of trained paraeducators. These paraeducators have participated in multiple training sessions focused on supporting students in basic mathematical concepts such as number sense, operations, and problem-solving strategies. Their role as interventionists allows them to work closely with students who require additional support, either in small groups or one-on-one settings. This model not only maximizes the impact of our existing staff but also ensures that students who struggle with core math skills receive consistent, targeted instruction aligned with classroom learning goals. By equipping our paraeducators with the tools and training necessary to support math intervention, we are creating a more responsive and inclusive academic environment where all students have access to the support they need to achieve success.
Based on the analysis of the school's data, what are the school's strengths and challenges for School Climate-Discipline? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Leader In Me program implementation	Teachers participate in professional learning two times during the year to teach Leader In Me lessons and facilitate student activities on a weekly basis.	School and district teams analysis of student behavior showed the need to teach lessons about positive behavior and restorative practices.

Support team protocols for student meetings/ establishing standards of behavior	The mental health team meets weekly. However, other student groups may meet once a month, depending on the time of year and need.	Support team members analyze with school and district leaders student data for attendance, academics, and discipline/ climate. The analysis showed the need for continuous meeting and collaboration of all stakeholders.
Rewards for positive behavior	PBS events based on ABCDs (Attendance, Behavior, Content, Device) during the interim period and end of each marking period.	Team of internal stakeholders take survey of student interests and work to create opportunities for students to participate in activities based on ensuring their behavior reflects the school and district values.
Challenges	Supporting Evidence from Needs Assessment	Root Causes
Alignment of procedures among grade levels for climate and discipline	2024-2025 (MSE)- Total ISS: 386 instances; OSS: 384 instances (not students) All grades 6th Grade: 87 students OSS, 7th Grade: (15) students- 275 instances; OSS- (n=15) 312 incidents, 8th Grade: 2024-2025 (MSI) -Total ISS: 541 instances; OSS: 473 instances (not students) All grades, 6th Grade: 7th Grade 310 instances (n=37), 8th Grade (this data is pulled from our new system RAP and does not break down the incidents by in student verses total offenses the same way data pulled from eschool)	Collaboration between the climate and discipline teams has been inconsistent, largely due to recent shifts in personnel and the ongoing process of learning and implementing established schoolwide practices. Transitions in key staff positions have required time for new team members to acclimate to their roles, understand behavioral expectations, and align with the school's vision for a positive and proactive climate. Additionally, while structures and protocols for climate and discipline are in place, the execution and shared ownership of these systems are still developing. Staff are in varying stages of understanding and applying consistent behavior expectations, restorative practices, and data-informed responses to student behavior. Moving forward, focused efforts to strengthen collaboration—such as regular joint planning meetings, shared professional development, and clear communication channels—will be essential in fostering a unified approach that supports both student well-being and a positive school environment.
Continued collaboration of grade level support teams across the grade levels with PLCs focused on student services	The mental health team meets weekly. However, other student groups may meet once a month, depending on the time of year and need.	A solid MTSS model at DMSC is still a work in progress. The model is improving, but with additional demands on this time, students are yet to experience projected success with Tier 2 and 3 Interventions. District leaders from curriculum and instruction, special services, and SEL and behavioral specialists continue to collaborate on a system that best meets the needs of all students.
Based on the analysis of the school's data, what are the school's strengths and challenges for Attendance? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Host workshops or informational sessions for parents to provide guidance on the importance of attendance and how they can support their children in maintaining regular attendance.	The policy outlines specific attendance requirements and clarifies the importance of regular attendance for student success. This creates a framework that helps both students and parents understand their responsibilities.	There is a lack of consistent, culturally relevant communication and engagement between the school and families regarding the importance of daily attendance, resulting in limited parent understanding of how chronic absenteeism impacts academic performance and how they can effectively support attendance at home.
Establish a system for regular monitoring of attendance data with timely reporting to families. This could involve monthly updates that highlight attendance trends and offer resources for improvement.	The requirement for schools to notify students and parents about attendance policies ensures that families are well-informed. This proactive communication can foster accountability among students and their guardians.	The school lacks a consistent and transparent system for tracking and communicating attendance data, leading to delayed interventions and minimal family awareness of attendance concerns until they become chronic. Without timely data sharing, families are not equipped to take proactive steps to improve their child's attendance.
Develop programs aimed at engaging students who are at risk of chronic absenteeism. This could include mentorship programs, extracurricular activities, or attendance rewards to incentivize regular attendance.	The policy includes provisions for outreach and support for families not participating in school. This can serve as a bridge as it encourages schools to identify and address barriers faced by families.	Many students lack meaningful connections to school through relationships, relevant activities, or recognition systems, resulting in low motivation to attend regularly. Without targeted engagement strategies, students at risk of chronic absenteeism do not feel personally invested in their school experience.
Challenges	Supporting Evidence from Needs Assessment	Root Causes
Developing on a "Promoting Attendance" workbook that will be used to guide building interventions in coordination with the visiting teachers.	While the policy does mention outreach, there is a lack of specific strategies or programs to support students with chronic absenteeism beyond the initial intervention steps.	There is a lack of a unified, schoolwide approach to attendance interventions, resulting in inconsistent practices across grade levels and staff. Without a structured tool or framework, staff and visiting teachers lack clear guidance on how to identify, respond to, and support students with attendance challenges in a coordinated and effective manner.

A primary goal is to align our policies with Title 14, Chapter 27, Subchapter II. Truancy	Although there are provisions for excused absences, the process can be cumbersome. Parents must submit notes within three days, which may not be feasible for all families, especially those facing challenges.	Current school policies and procedures are not fully aligned with state truancy laws, leading to gaps in compliance, inconsistent documentation, and delayed or ineffective interventions for chronically absent students. This misalignment hinders the school's ability to proactively address truancy and engage families in accordance with legal requirements.
Vacancies of staff member positions impact accuracy of attendance taken in the classroom	There are currently two visiting teachers and an attendance secretary at the district office. There are also attendance secretaries at each building. More information will need to be gathered related to meeting timelines and budget lines. There is also a need for a protocol for informing temporary staff members the procedures and impact of taking regular attendance.	Chronic staffing shortages and high turnover have led to inconsistent classroom coverage and disruptions in daily routines, resulting in inaccurate or delayed attendance reporting. Without consistent, trained personnel in each classroom, the reliability of attendance data is compromised, making it difficult to identify and address absenteeism in a timely manner.
Based on the analysis of the school's data, what are the school's strengths and challenges for Science? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Regular collaboration through PLCs	PLC minutes show teacher and district collaboration to build common assessments and work to create a structure for learning to increase student engagement to reach schoolwide goals.	There is a lack of consistent instructional alignment and shared expectations across grade levels and content areas, resulting in varied learning experiences for students. Without structured collaboration focused on common assessments and engagement strategies, instruction does not consistently meet the academic or engagement needs of all learners, limiting progress toward schoolwide goals.
Targeted instructional coaching on content area	PLC, planning, and instructional coaching cycle reviews show the targets of the instructional coaches throughout the school year.	There has been a lack of coherence and shared visibility into instructional coaching priorities and how they align with schoolwide goals. Without clear communication and integration of coaching targets into PLCs and planning structures, instructional improvements are isolated rather than systemic, limiting the impact on student outcomes.
Challenges	Supporting Evidence from Needs Assessment	Root Causes
Vacancies in this content area impact student access to certified educators, even with basic training and support of instructional coaches	Instructional coaches worked with both certified and non-certified staff to ensure students had access to curriculum resources. Coaches kept documentation, and shared overall updates of their coaching with staff members and the admin team.	There was an inconsistent understanding and implementation of curriculum resources among instructional staff, particularly non-certified personnel, leading to inequitable access to high-quality instruction for students. This gap required targeted coaching support and documentation to ensure alignment and consistency in instructional delivery across all classrooms.
Lack of common assessments	Science PLCs focused on curriculum utilization based on the minutes. However, the focus did not include intense data review and creating/ refining common assessments that align with state and national assessments.	Science PLCs lack a structured process and guidance for using student performance data to drive instructional decisions and assessment design. As a result, efforts have centered primarily on curriculum usage rather than on aligning instruction and assessments with state and national standards or using data to inform and improve student outcomes.
Based on the analysis of the school's data, what are the school's strengths and challenges for Social Studies? Please address all students and all identified student groups.		
Strengths	Supporting Evidence from Needs Assessment	Root Causes
Regular collaboration through PLCs	PLC minutes show teacher and district collaboration to build common assessments and work to create a structure for learning to increase student engagement to reach schoolwide goals.	There is a lack of consistent instructional alignment and shared expectations across grade levels and content areas, resulting in varied learning experiences for students. Without structured collaboration focused on common assessments and engagement strategies, instruction does not consistently meet the academic or engagement needs of all learners, limiting progress toward schoolwide goals.
Targeted nstructional coaching on content area	PLC, planning, and instructional coaching cycle reviews show the targets of the instructional coaches throughout the school year.	There has been a lack of coherence and shared visibility into instructional coaching priorities and how they align with schoolwide goals. Without clear communication and integration of coaching targets into PLCs and planning structures, instructional improvements are isolated rather than systemic, limiting the impact on student outcomes.
Challenges	Supporting Evidence from Needs Assessment	Root Causes

Vacancies in this content area impact student access to certified educators, even with basic training and support of instructional coaches	Instructional coaches worked with both certified and non-certified staff to ensure students had access to curriculum resources. Coaches kept documentation, and shared overall updates of their coaching with staff members and the admin team.	There was an inconsistent understanding and implementation of curriculum resources among instructional staff, particularly non-certified personnel, leading to inequitable access to high-quality instruction for students. This gap required targeted coaching support and documentation to ensure alignment and consistency in instructional delivery across all classrooms.
Lack of common assessments	Social Studies PLCs focused on curriculum utilization based on the minutes. However, the focus did not include intense data review and creating/ refining common assessments that align with state and national assessments.	Social Studies PLCs lack a structured process and guidance for using student performance data to drive instructional decisions and assessment design. As a result, efforts have centered primarily on curriculum usage rather than on aligning instruction and assessments with state and national standards or using data to inform and improve student outcomes.
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.		
1. Curriculum Adoption: Illustrative Math, McGraw Hill StudySync, a high-quality curriculum, is available and supported by scope and sequence planning.		
2. Continued collaboration of grade level support teams across the grade levels with PLCs focused on student services		
3. Leader In Me program implementation		
4. Regular collaboration through PLCs		
Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your DSSF targets.		
1. Vacancies in this content area impact student access to certified educators, even with basic training and support of instructional coaches		
2. Lack of common assessments; as well as usage and data analysis of assessments.		
3. Alignment of procedures among grade levels for climate and discipline		

2024-2025 Data Analysis		
School Self-Assessment-Four Domains for School Improvement		
Domain 1: Leadership for Rapid School Improvement		
Practice 1	Prioritize improvement and communicate its urgency: Set the strategic direction for the turnaround and establish clear policies, structures, and expectations for all to work toward ambitious improvement goals.	Good
Practice 2	Monitor short and long term goals: Develop goals informed by assessments of recent performance trends and identify practices aimed at realizing a clearly articulated turnaround vision of significantly improved student learning.	Requires Improvement
Practice 3	Customize and target supports to meet needs: Align support to ensure coherence and integration with other necessary initiatives; eliminate unnecessary initiatives.	Requires Improvement
Domain 2: Talent Development		
Practice 1	Recruit, develop, retain, and sustain staff: Proactively plan to recruit and develop talent with turnaround specific competencies to quickly fill vacancies that inevitably occur during the turnaround process.	Requires Improvement
Practice 2	Target professional learning opportunities: Offer high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for rapid school improvement.	Good
Practice 3	Set clear performance expectations: Develop and implement performance management processes that include clear means for monitoring progress, the flexibility to rapidly respond to professional learning needs and opportunities to revise milestones as needed	Good
Domain 3: Instructional Transformation		
Practice 1	Diagnose and respond to student learning needs: Diagnose student learning needs and use identified needs to drive all instructional decisions.	Requires Improvement
Practice 2	Provide rigorous evidence-based instruction: Set high academic standards and ensure access to rigorous standards-based curricula.	Requires Improvement
Practice 3	Provide rigorous evidence-based instruction: Set high academic standards and ensure access to rigorous standards-based curricula.	Requires Improvement
Domain 4: Culture and Climate Shift		
Practice 1	Build a strong community intensely focused on student learning: Intentionally, build students' personal competencies to pursue goals, persist with tasks, appraise progress, and direct their learning to further their capacity to learn and succeed.	Requires Improvement
Practice 2	Solicit and act upon stakeholder input.	Requires Improvement
Practice 3	Engage our students and families in pursuing educational goals: Meaningfully engage parents in their child's learning, progress, interest, and long-term goals.	Requires Improvement
Strengths	Which Essential Practices are currently Good or Outstanding and could be leveraged in your efforts to improve upon your most pressing challenges?	
	The Essential Practice that is understanding is aligning common assessments with clearly defined learning standards ensuring that evaluations accurately reflect student understanding of expected competencies.	
Challenges	Considering the most pressing challenges identified in the previous sections, which Essential Practices currently rated as Inadequate or Requiring Improvement are hindering progress?	
	One of the challenges is implementing a structured, data-driven recruitment process that prioritizes hiring high-quality, credentialed staff, complete with clearly defined job requirements, competency-based assessments, and streamlined candidate sourcing. You can significantly improve organizational performance, retention rates, and overall workforce excellence in hiring high-quality, credentialed staff.	

Strengths: Examine the summary of strengths from your qualitative and quantitative data analysis. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the appropriate box to the right of these identified strength(s) to decide if the strength will be considered in the development of your plan.	
Strengths:	Select true or false for consideration in SIP.
1. Curriculum Adoption: Illustrative Math, McGraw Hill StudySync, a high-quality curriculum, is available and supported by scope and sequence planning.	TRUE
2. Continued collaboration of grade level support teams across the grade levels with PLCs focused on student services	TRUE
3. Leader In Me program implementation	TRUE
4. Regular collaboration through PLCs	TRUE
5. The Essential Practice that is understanding is aligning common assessments with clearly defined learning standards ensuring that evaluations accurately reflect student understanding of expected competencies.	TRUE
Challenges: Examine the summary of challenges from your qualitative and quantitative data analysis. Identify the challenges which are most pressing at this time that, if improved, would have the most pronounced impact in achieving your goals, mission, and vision. Check the appropriate box to the right of these identified strength(s) to decide if the challenge will be considered in the development of your plan.	
Challenges	Select true or false for consideration in SIP.
1. Vacancies in this content area have limited consistent access to certified educators. While instructional coaches provide training and support, there remains a need to strengthen instructional practices among substitutes and uncertified staff to ensure students receive high-quality instruction aligned to grade-level standards	TRUE
2. There is a need to develop and implement consistent common assessments, along with structures to support regular data analysis and instructional decision-making.	TRUE
3. Alignment of procedures among grade levels for climate and discipline	TRUE

4. Strengthen partnerships with families to collaboratively support student learning, monitor progress, nurture interests, and align efforts with students' long-term goals.	TRUE
5. There is a need for a cohesive and schoolwide focus on strengthening Tier I instruction through the effective implementation of high-quality instructional materials (HQIM) and a multi-tiered system of supports (MTSS). Currently, instructional practices and interventions are not consistently aligned to a unified instructional vision, limiting the effectiveness of core instruction for all learners.	TRUE
6. Current district and school-level systems lack the coherence and alignment needed to fully support teachers in delivering rigorous, equitable instruction. Challenges such as inconsistent implementation of curriculum, limited time for collaborative planning, and fragmented support structures hinder the ability of educators to create optimal learning opportunities for all students. Addressing these systemic gaps is essential to empower teachers and ensure student success.	TRUE
Most Notable Observations/Patterns: In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.	
Statement Example: <i>During data dive from the needs assessments, it is conspicuous that our student performance is significantly below grade level, and economically disadvantaged and female students are performing disproportionately low with higher student incidents. Root Cause analysis makes it abundantly clear that there is a need to build teacher capacity in using data to inform instruction with a stronger schoolwide standard around academic and climate. Additionally, strong parent engagement is needed to support instruction and develop a welcoming environment for all students.</i>	

School Statement:

In conducting a root cause analysis of student learning challenges, we have identified that our written, taught, and tested curriculum standards are aligned but not fully implemented with integrity and fidelity. Students are not consistently exposed to the specific knowledge and cognitive rigor expected by state benchmarks, resulting in gaps in both instruction and assessment. Lack of curriculum implementation, prevents us from accurately measuring student mastery, diagnosing learning needs, and adjusting instruction in real time. Additionally, opportunities for rich student discourse, such as collaborative discussions, dialogic questioning, and academic talk are limited, resulting in passive, lower-order cognitive engagement instead of deep, conceptual understanding. By intentionally implementing the curriculum with integrity and including regular common assessments tied to state standards, alongside fostering structured student discourse, we can identify and address underlying learning barriers, promote higher level thinking, and increase instructional effectiveness. Furthermore, integrating common assessments aligned with state standards will help us better inform instruction and drive improvements in test scores. Also, it is imperative through the instructional focus to increase a positive school climate through instructional practices, such as connection before content as a strategy for every classroom.

Prioritized Challenges Checked for Consideration	Discussion Points/Notable Observations
1. There is a need for a cohesive and schoolwide focus on strengthening Tier I instruction through the effective implementation of high-quality instructional materials (HQIM) and a multi-tiered system of supports (MTSS). Currently, instructional practices and interventions are not consistently aligned to a unified instructional vision, limiting the effectiveness of core instruction for all learners.	Refer to observation and walkthrough feedback to improve student discourse
2. Current district and school-level systems lack the coherence and alignment needed to fully support teachers in delivering rigorous, equitable instruction. Challenges such as inconsistent implementation of curriculum, limited time for collaborative planning, and fragmented support structures hinder the ability of educators to create optimal learning opportunities for all students.	Structure interview questions to retrieve highly qualified staff members. Strengthen the onboarding process and PD opportunities.
3. Vacancies in this content area have limited consistent access to certified educators. While instructional coaches provide training and support, there remains a need to strengthen instructional practices among substitutes and uncertified staff to ensure students receive high-quality instruction aligned to grade-level standards.	refer to school handbook to enforce climate and discipline procedures
4.	

Priority Statements:

Based on the school's prioritized challenges, discussion points, notable observations, and prioritized essential practices, create the priority statements that will be included in the school's improvement plan.

Goal 1-ELA	By June 2026, the Middle School of Excellence will increase ELA proficiency from 25.35% to 35.35%, and the Middle School of Innovation will increase from 20.28% to 30.28%, as measured by the state assessment. This will be achieved through the consistent implementation of standards-aligned ELA curricula, targeted professional development focused on differentiation and student engagement, and the use of tiered supports to ensure inclusive, culturally responsive instruction for multilingual learners and students with IEPs. Specific: Targets ELA proficiency at both schools Measurable: 10 percentage point increase Achievable: Supported by curriculum, PD, and tiered support plans Relevant: Aligns with school and district improvement priorities Time-bound: By June 2026 Inclusive: Focuses on all learners, especially MLLs and students with disabilities Equitable: Emphasizes culturally responsive, accessible instruction <i>Excellence Target: Increase from 25.35% to 35.35%</i> <i>Innovation Target: Increase from 20.28% to 30.28%</i>
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Goal 2- Math	By June 2026, the Middle School of Excellence will increase Math proficiency from 11.17% to 21.17%, and the Middle School of Innovation from 8.32% to 18.32%, as measured by the state assessment. This will be accomplished through the implementation of high-quality instructional materials (HQIM), strengthened math PLCs, and equitable access to data-driven small group interventions for students who are below grade level, including historically underserved populations. Specific: Math proficiency increases Measurable: 10 percentage point increase at each school Achievable: Aligned with HQIM rollout and coaching supports Relevant: Directly addresses lowest performing content area Time-bound: To be met by June 2026 Inclusive: Designed for all students, with a focus on MLLs and SWD Equitable: Ensures access to rigorous math instruction and intervention
Goal 3-Attendance	By June 2026, both the Middle School of Excellence and the Middle School of Innovation will reduce chronic absenteeism by at least 10%, as measured by state attendance data. The schools will implement a tiered attendance response system, provide wraparound services, and engage families through inclusive, culturally responsive outreach efforts, prioritizing support for students with the highest absentee rates, including students with disabilities, MLLs, and students from economically disadvantaged backgrounds. Specific: Focus on reducing chronic absenteeism Measurable: 10% reduction from current rates Achievable: Supported by tiered interventions and outreach structures Relevant: Linked to student achievement and engagement Time-bound: Completion by June 2026 Inclusive: Engages families and students most at risk Equitable: Targets barriers experienced by historically underserved groups

2025-2026 Goal Setting- ELA						
Priority Statement:						
Dover Middle School Campus is committed to accelerating literacy achievement by providing all students, especially those historically underserved—with equitable access to high-quality, culturally responsive reading instruction through targeted professional development, strategic staffing, and data-driven collaboration.						
Measureable Goal Statement (SMARTIE Goal) (Based on DSSF Data and Targets) (Yearly Goal)						
By June 2026, the Middle School of Excellence will increase ELA proficiency from 25.35% to 35.35%, and the Middle School of Innovation will increase from 20.28% to 30.28%, as measured by the state assessment. This will be achieved through the consistent implementation of standards-aligned ELA curricula, targeted professional development focused on differentiation and student engagement, and the use of tiered supports to ensure inclusive, culturally responsive instruction for multilingual learners and students with IEPs.						
Specific: Targets ELA proficiency at both schools						
Measurable: 10 percentage point increase						
Achievable: Supported by curriculum, PD, and tiered support plans						
Relevant: Aligns with school and district improvement priorities						
Time-bound: By June 2026						
Inclusive: Focuses on all learners, especially MLLs and students with disabilities						
Equitable: Emphasizes culturally responsive, accessible instruction						
<i>Excellence Target: Increase from 25.35% to 35.35%</i>						
<i>Innovation Target: Increase from 20.28% to 30.28%</i>						
Timeframe	Benchmark / Milestone	Target – Excellence	Target – Innovation	Key Actions / Notes	Persons Responsible	
Baseline – Beginning of Year (September 2025)	STAR Reading Baseline Assessment	25.35% of students proficient	20.28% of students proficient	- Administer STAR Reading - Disaggregate baseline data by subgroup - Identify Tier 2/3 students - Launch ELA PLCs and goal setting	- Building Test Coordinators - Instructional Coaches (ELA) - MTSS Coordinators - ELA Department Chairs	
1st Quarter (September – November 2025)	STAR Interim #1	≥28% proficiency	≥23% proficiency	- Deliver PD on aligned instruction & differentiation - Implement Tiered supports - Student talk walks/engagement look-fors - Monitor and adjust grouping based on growth	- Principal & Assistant Principals - Instructional Coaches - PLC Leads - Interventionists	
2nd Quarter (December – February 2026)	STAR Interim #2	≥31% proficiency	≥26% proficiency	- Deepen academic discourse - Midyear intervention reviews - Hold data days with teachers - Increase family engagement & student conferencing	- PLC Leads - ELA Teachers - Family Engagement Coordinator - Data Coaches	

3rd Quarter (March – May 2026)	STAR Interim #3	≥33% proficiency	≥28% proficiency	- Reteaching and mini-lessons in PLCs - Refined small groups - Coaching cycles focused on literacy gaps - Focused support for MLLs and SWDs	- Instructional Coaches - Special Education Coordinator - MLL Specialist - ELA Teachers	
End of Year – Final Benchmark (June 2026)	STAR + State Assessment Results	35.35% proficiency (goal met)	30.28% proficiency (goal met)	- Administer final STAR Reading - Analyze and compare to state results - Celebrate student growth - Conduct year-end planning	- Testing Coordinators - Principal & Leadership Team - Data Coaches - Instructional Leadership Team	

Strategy #1:**Implement Literacy-Focused, Data-Driven PLCs**

Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role
Revise PLC agendas and protocols to include literacy-specific data discussions and planning protocols.	August 2025	September 2025	Review current PLC agendas and templates to identify gaps in literacy data use and instructional planning. Redesign the agenda template to include: Review of literacy data (e.g., fluency, comprehension, writing), Instructional planning for Tier 1 and intervention strategies, Reflection on student work and outcomes August Admin, Reading Specialist C Roll out revised protocols and model their use during early PLCs September Admin, PLC Leads, Coaches	PLC Agendas, PLC Minutes, Student Work	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- Instructional Coaches - Interventionists
Provide professional learning to PLC facilitators on how to lead literacy-focused data conversations using assessment tools (e.g., Star, Achieve 3000, Core Curriculum).	September 2025	September 2025	Create a PD session or mini-series focused on using literacy assessment tools (e.g., STAR, Achieve 3000, Core Curriculum data), Train PLC leads on data interpretation, instructional next steps, and facilitating literacy-focused planning. Follow up monthly with facilitator support sessions to review real PLC data and troubleshoot challenges.	PD agendas and slide decks, Participant sign-in sheets or attendance rosters, Handouts, protocols, and training materials (e.g., data analysis templates), Pre- and post-training surveys or feedback forms, PLC facilitator coaching schedules/logs, Notes or reflection forms from follow-up support sessions, Copies of sample student data sets used during trainings	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- District Teaching & Learning Team

Identify common formative and summative assessments that measure reading comprehension, fluency, and/or writing.	August 2025	October 2025	Conduct an audit of current literacy assessments by grade and content, Select a consistent set of formative and summative assessments per grade band (e.g., STAR, running records, writing rubrics), Share assessment list with staff and train on how each assessment aligns with key literacy outcomes	Completed assessment inventory by grade level and content area, Finalized list of approved/common literacy assessments (formative and summative), Literacy assessment alignment document (showing assessment-to-skill mapping), Staff training agenda and materials for assessment alignment, Sign-in sheets or digital confirmation of assessment training completion, Teacher feedback or reflections on assessment clarity/usability	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- District Teaching & Learning Team - Instructional Coaches - PLC Leads
Monitor PLC effectiveness monthly through administrator check-ins, agendas, and meeting minutes	September 2025	June 2026	Set up a schedule for monthly administrator attendance at PLCs, Require submission of PLC agendas and minutes to a shared folder after each meeting, Use a PLC effectiveness rubric or reflection tool to assess quality of literacy discussion and planning, Provide feedback to teams with commendations and next steps	Administrator PLC observation schedule or calendar, PLC agendas and meeting minutes (collected monthly or per cycle), Completed PLC effectiveness rubrics or reflection tools, Samples of feedback forms provided to PLC teams, Documentation of instructional changes tied to PLC work (lesson plans, student work, exit tickets), Photos or recordings (if applicable) of PLC facilitation or data discussion norms in action	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- Principal & Assistant Principals - Instructional Coaches
Create a data assessment calendar	August 2025	September 2025	Map out key dates for diagnostic, formative, and summative assessments across the school year, Align PLC cycles to follow major assessments for analysis and planning, Distribute calendar to staff and review during PD or PLC launch, Revisit and revise mid-year based on any changes to district/state assessments	Finalized assessment calendar with testing windows and data review dates, Meeting agenda and presentation from the staff calendar rollout, Acknowledgment forms or digital sign-off from staff, Mid-year revision notes or updated versions of the calendar, PLC agendas showing reference to assessment calendar alignment, Examples of data-informed instructional planning connected to calendar milestones	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- District Teaching & Learning Team - Principal & Assistant Principals
Strategy #2:						
Provide Job-Embedded Literacy Professional Learning & Coaching: High-Quality Professional Learning (HQPL) will be provided to Core, CTE, and Related Arts teachers to support the integration of literacy across all content areas, in alignment with building and district-wide initiatives. The professional learning will be delivered by both District and Building-Level Instructional Coaches.						
Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role

Provide professional learning on high-leverage literacy strategies and resources (e.g., guided reading, phonics routines, academic vocabulary instruction). Expected Outcome: This structured and recurring support ensures teachers build capacity in evidence-based literacy instruction, which leads to stronger student reading growth, especially among SWDs, MLLs, and low-performing subgroups—supporting progress toward CSI literacy goals.	August 2025	see row 29; column D	<table><tr><td>Conduct Staff Survey & Data Review</td><td>August – September 2025</td><td>Once (with annual review in May)</td><td>Identify priority instructional needs by analyzing STAR data, subgroup performance, and teacher input</td></tr><tr><td>Develop Professional Learning Calendar</td><td>September 2025</td><td>Once (updated quarterly if needed)</td><td>Align PD topics to areas of need (e.g., phonics for SWDs, vocabulary for MLLs)</td></tr><tr><td>Deliver PD in Faculty Meetings</td><td>October 2025 – May 2026</td><td>Monthly</td><td>Schoolwide exposure to high-leverage strategies (e.g., phonemic awareness, comprehension scaffolds)</td></tr><tr><td>Embedded PD During PLCs</td><td>October 2025 – May 2026</td><td>Bi-weekly</td><td>Provide differentiated, job-embedded support tailored to grade-level needs</td></tr><tr><td>PD on Early Release Days</td><td>October, December, February, April</td><td>Quarterly</td><td>Deeper dives into targeted instructional areas and collaborative planning</td></tr><tr><td>Provide Aligned Resources (charts, tools, exemplars)</td><td>October 2025 – May 2026</td><td>Ongoing (at each PD session & via shared drives)</td><td>Ensure consistent classroom implementation of learned strategies</td></tr><tr><td>Collect Teacher Feedback & Adjust PD Plan</td><td>December 2025 & April 2026</td><td>Twice</td><td>Refine PD based on staff input and observed needs</td></tr></table>	Conduct Staff Survey & Data Review	August – September 2025	Once (with annual review in May)	Identify priority instructional needs by analyzing STAR data, subgroup performance, and teacher input	Develop Professional Learning Calendar	September 2025	Once (updated quarterly if needed)	Align PD topics to areas of need (e.g., phonics for SWDs, vocabulary for MLLs)	Deliver PD in Faculty Meetings	October 2025 – May 2026	Monthly	Schoolwide exposure to high-leverage strategies (e.g., phonemic awareness, comprehension scaffolds)	Embedded PD During PLCs	October 2025 – May 2026	Bi-weekly	Provide differentiated, job-embedded support tailored to grade-level needs	PD on Early Release Days	October, December, February, April	Quarterly	Deeper dives into targeted instructional areas and collaborative planning	Provide Aligned Resources (charts, tools, exemplars)	October 2025 – May 2026	Ongoing (at each PD session & via shared drives)	Ensure consistent classroom implementation of learned strategies	Collect Teacher Feedback & Adjust PD Plan	December 2025 & April 2026	Twice	Refine PD based on staff input and observed needs	Completed staff needs assessment survey results and analysis summary, Student data reports identifying literacy needs (e.g., decoding, fluency, comprehension), Professional learning calendar with dates, topics, and facilitators, PD session materials: agendas, slide decks, handouts, recordings (if applicable), Attendance rosters for each PD session, Participant feedback or exit tickets after PD sessions, Photos or logs of distributed resources (e.g., anchor charts, planning tools, strategy guides), Samples of lesson plans or student work incorporating strategies from PD	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- Instructional Coaches - PLC Leads
Conduct Staff Survey & Data Review	August – September 2025	Once (with annual review in May)	Identify priority instructional needs by analyzing STAR data, subgroup performance, and teacher input																															
Develop Professional Learning Calendar	September 2025	Once (updated quarterly if needed)	Align PD topics to areas of need (e.g., phonics for SWDs, vocabulary for MLLs)																															
Deliver PD in Faculty Meetings	October 2025 – May 2026	Monthly	Schoolwide exposure to high-leverage strategies (e.g., phonemic awareness, comprehension scaffolds)																															
Embedded PD During PLCs	October 2025 – May 2026	Bi-weekly	Provide differentiated, job-embedded support tailored to grade-level needs																															
PD on Early Release Days	October, December, February, April	Quarterly	Deeper dives into targeted instructional areas and collaborative planning																															
Provide Aligned Resources (charts, tools, exemplars)	October 2025 – May 2026	Ongoing (at each PD session & via shared drives)	Ensure consistent classroom implementation of learned strategies																															
Collect Teacher Feedback & Adjust PD Plan	December 2025 & April 2026	Twice	Refine PD based on staff input and observed needs																															
Use instructional coaches or reading specialists to support teachers through modeling, co-teaching, and coaching cycles.	August 2025	June 2026	1. Full Coaching Cycle (Plan → Observe/Model/Co-Teach → Debrief)Every 4–6 weeks per teacher (rotating focus based on student data and teacher need)To provide deep, sustained support tied to instructional improvement 2. Targeted Coaching Check-InsBi-weekly for active coaching participantsMonitor progress, provide feedback on strategy implementation 3. Instructional Modeling or Co-Teaching Monthly, as scheduled or by request Demonstrate instructional strategies aligned to PD or subgroup needs 4. Debrief/Reflection ConversationsImmediately after observation or within 48 hoursPromote teacher reflection and adaptation of instructional strategies 5. Coaching Team Planning/Review Meetings MonthlyCalibrate practices, identify needs from data, and adjust schedule 6. Coaching Surveys or Feedback Collection QuarterlyEvaluate coaching impact and refine support models	Written coaching model/framework (e.g., plan-observe-debrief, co-plan/co-teach), Teacher coaching sign-up forms or selection rationale (based on data or self-nomination), Coaching schedules/logs with frequency and topics of support, Pre/post coaching reflections from teachers,Observation notes, feedback forms, and debrief documents, Evidence of implementation: revised lesson plans, photos of strategy use, or walkthrough notes referencing coached strategies,Coaching feedback surveys or exit tickets from participating teachers	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- District Teaching & Learning Team - Instructional Coaches																												

Align professional learning with schoolwide data trends and student subgroup needs (e.g., SWD, MLLs). Expected Impact: The final product is a comprehensive evidence portfolio or subgroup-aligned professional learning report that documents how professional development was strategically aligned with data-identified needs of specific student subgroups and shows how that alignment impacted classroom instruction and student outcomes.	August 2025	September 2025	Analyze literacy data by subgroup (SWD, MLLs, low SES) to identify achievement gaps. Align PD topics to these needs (e.g., scaffolding text for MLLs, multisensory phonics for SWD). Integrate these subgroup supports into PLC conversations and modeling sessions. Monitor impact through classroom walkthroughs and student progress data.	Disaggregated literacy data reports by subgroup (SWD, MLLs, low SES), PD materials specifically tailored to subgroup needs, PLC agendas/minutes showing discussion or planning for subgroup supports, Lesson plans or instructional materials reflecting differentiated strategies, Walkthrough observation tools showing evidence of subgroup-focused instructional practices, Progress monitoring data showing subgroup growth in literacy skills over time, Reflection forms or teacher feedback about support strategies for target groups	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	- District Teaching & Learning Team - Principal & Assistant Principals - Instructional Coaches -SECs & MLL teacher
Monitor impact through classroom walkthroughs and student progress data.	August 2025	May 2026	- Develop and calibrate a walkthrough tool aligned to instructional expectations and CSI goals - Schedule regular walkthroughs with leadership, coaches, and teacher leaders - Analyze student progress data alongside observation trends in PLCs - Use findings to inform coaching, intervention, and professional learning cycles	- Completed walkthrough forms - Walkthrough calendar and logs - Student progress data reports (e.g., STAR, unit benchmarks) - PLC meeting minutes with data discussion notes - Coaching plans based on trends	- Analyze trends from walkthrough data to assess instructional fidelity - Correlate student progress data with observed instructional practices - Evaluate improvement in teaching quality and alignment to schoolwide goals over time - Adjust supports based on findings	- Principals & Assistant Principals - Instructional Coaches - Department Chairs - PLC Leads
Strategy #3:						

Evidence-Based Strategy: Strategic Recruitment, Onboarding, and Deployment of Reading Specialists

Strategy Statement:
Implement a systematic approach to recruiting, onboarding, and strategically utilizing certified Reading Specialists to support Tier I and Tier II literacy instruction, with a focus on accelerating reading growth for students below grade level, including multilingual learners and students with disabilities.

Evidence Base:
Research shows that specialized reading instruction, when delivered by certified Reading Specialists, leads to improved literacy outcomes, especially for students struggling with foundational reading skills. The National Reading Panel and Institute of Education Sciences (IES) recommend targeted, small-group instruction, embedded within a multi-tiered system of supports (MTSS), as a high-impact strategy for improving reading proficiency (Gersten et al., 2009; WWC Practice Guide, 2016).

Key Implementation Components:
Recruit certified Reading Specialists with expertise in structured literacy, intervention, and data-based instruction.

Onboard Reading Specialists through training on school-wide curriculum, assessment tools (e.g., STAR), and MTSS frameworks.

Deploy Reading Specialists to:

Provide push-in and pull-out targeted literacy interventions.

Co-lead PLCs focused on ELA instruction and data analysis.

Support progress monitoring and instructional planning for Tier II and III students.

Intended Outcomes:
Increase in the percentage of students meeting ELA proficiency benchmarks.

Reduction in the number of students requiring Tier II and Tier III supports.

Action Steps	Start Date	End Date	How will the action step be implmented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/R ole
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Develop a structured onboarding and deployment plan to align their work with school literacy priorities.	July 2025	September 2025	Identify key literacy goals (e.g., foundational skills, fluency, comprehension) and where support is most needed. Develop a 30-60-90 day onboarding plan that includes: literacy program training, data system orientation, school routines, PLC expectations. Schedule introductory meetings with principal, literacy teams, grade-level PLCs, and interventionists to align roles and build relationships. Provide support through coaching check-ins, feedback cycles, and inclusion in all relevant professional learning.	School-wide literacy data analysis summary, Document listing key literacy focus areas (e.g., foundational skills, fluency, comprehension), Meeting notes or presentation slides from data review sessions, School improvement plan or literacy action plan highlighting identified priorities, Completed 30-60-90 day onboarding plan, Calendar of onboarding events or trainings (dates, topics, participants), Agendas and materials from onboarding sessions (e.g., curriculum training, data system orientation), Reflection form or onboarding progress check-in, Attendance records for onboarding sessions, Calendar or schedule showing meetings with principal, PLC teams, literacy/intervention staff, Meeting agendas and sign-in sheets, Slides or handouts used to introduce the reading specialist's role, Staff feedback or follow-up emails confirming meeting takeaways or action items, Coaching log showing who was coached, focus area, and next steps, Co-planning or co-teaching notes, Observation feedback forms, Debrief forms or teacher reflections after coaching sessions, PD materials for staff-led sessions (slides, handouts, strategy guides), Attendance sheets from PD or strategy refreshers, PLC agendas/minutes showing reading specialist participation, Samples of co-planned literacy lessons, PLC reflections showing changes made based on data discussions, Photos (if permitted) or logs of modeling lessons (e.g., guided reading, vocabulary)	Formative/Summative Assessment Data, Star Reading Assessment Data	- District Teaching & Learning Team - Principal & Assistant Principals - Instructional Coaches
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Schedule reading specialists to work with Tier 2 and Tier 3 students, while also supporting general education teachers in applying best practices schoolwide. 1. Use of Data-Analyze Star Reading universal screener data to identify Tier 2 and Tier 3 students. - Help teachers interpret subgroup data (e.g., SWDs, MLLs) to plan targeted supports. 2. Schedule & Planning- Collaborate with school leaders and teachers to build daily or near-daily intervention blocks within the general education schedule. - Align interventions with Tier 1 units, using scaffolded versions of core texts or tasks. - Adjust groups every 4–6 weeks based on progress monitoring data. 3. Tier 2 Instruction Within Tier 1- Help teachers embed Tier 2 supports into core instruction using Tier 1 materials (e.g., modeling how to differentiate during a whole-group lesson, adapt questioning, or pre-teach vocabulary). - Co-plan guided reading or small-group literacy routines within Tier 1 instructional time. - Ensure supports are standards-aligned and culturally responsive. 4. Modeling & Coaching- Attend PLCs to introduce or model evidence-based literacy strategies (e.g., repeated reading, decoding scaffolds, sentence frames). - Provide in-class modeling or co-	July 2025	See box 43C	Use universal screening data (Star Reading) to identify Tier 2 and Tier 3 students. Create intervention schedules that ensure daily or near-daily small-group instruction for identified students. Progress monitor students every 4–6 weeks and adjust groups/schedules based on need. Attend grade-level PLCs to co-plan and model evidence-based literacy strategies (e.g., guided reading, vocabulary scaffolds). Lead short PD sessions or strategy refreshers for general education teachers. Create intervention schedules that ensure daily or near-daily small-group instruction for identified students. Progress monitor students every 4–6 weeks and adjust groups/schedules based on need. Timeline: August–September: Introduce Tier 1-aligned Tier 2 strategies during back-to-school PD. Set intervention expectations and review data from spring benchmarks. September–October: Use fall STAR data to identify students. Begin coaching/modeling in PLCs. Implement small-group instruction. October–May: Every 4–6 weeks: Coaches facilitate data reviews, regroup students, and refresh teachers on best practices through PD and coaching. January & March: Mid-year strategy refreshers and student work reviews to monitor fidelity and impact. Ongoing: Best practices are continuously revisited during weekly PLCs and individual coaching sessions.	STAR Reading Reports (screening results by grade/class), Tier 2 and Tier 3 Student Lists (with identification criteria), Student Data Profiles or intervention folders, Needs Analysis or Data Meeting Notes, Intervention Schedules (by grade/teacher or interventionist), Small Group Rosters (with frequency and focus area), Lesson Plans or Instructional Logs (for Tier 2/3 groups), Daily/Weekly Attendance Logs (to monitor student participation), Progress Monitoring Data Reports (every 4–6 weeks), Group Adjustment Logs (record of changes made based on data), Student Growth Charts (visual representation of reading gains), Meeting Notes from data review sessions, PLC Agendas and Notes (highlighting literacy focus), Co-Planning Artifacts (e.g., shared lesson plans, strategy templates), Observation or Modeling Logs (date, strategy, teacher/classroom), Reflections from PLCs or Instructional Walkthroughs Monitoring: 1. Coaching Logs: Track which teachers are receiving modeling, co-planning, or feedback. 2. PLC Agendas & Notes: Document which Tier 2 supports are introduced, discussed, and implemented. 3. Walkthrough Observation Tools: Include look-fors related to small-group instruction and scaffolding in Tier 1. 4. Progress Monitoring Data: STAR data and classroom-based assessments reviewed every 4–6 weeks to evaluate student growth and adjust instructional support. 5. Lesson Plan Reviews: Check for evidence of embedded Tier 2 strategies, differentiation, and culturally responsive practices. 6. Teacher Reflections & Feedback: Gathered via surveys or coaching debriefs to refine support and identify professional learning needs.	Formative/Summative Assessment Data, Star Reading Assessment Data, Surveys	-District Teaching & Learning Team with Content Specialists
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2025-2026 Goal Setting-Math						
Priority Statement:						
At Dover Middle School, we strive to provide all students, particularly those from historically underserved groups, with equal opportunities to succeed in mathematics. Our approach centers on strengthening teacher collaboration, offering targeted professional learning, and integrating culturally responsive practices into math instruction. Through these practices, we aim to empower every student to excel beyond grade-level standards.						
Measureable Goal Statement (Smart Goal) (Based on DSSF Data and Targets) (Yearly Goal)						
By June 2026, the Middle School of Excellence will increase Math proficiency from 11.17% to 21.17%, and the Middle School of Innovation from 8.32% to 18.32%, as measured by the state assessment. This will be accomplished through the implementation of high-quality instructional materials (HQIM), strengthened math PLCs, and equitable access to data-driven small group interventions for students who are below grade level, including historically underserved populations.						
Specific: Math proficiency increases						
Measurable: 10 percentage point increase at each school						
Achievable: Aligned with HQIM rollout and coaching supports						
Relevant: Directly addresses lowest performing content area						
Time-bound: To be met by June 2026						
Inclusive: Designed for all students, with a focus on MLLs and SWD						
Equitable: Ensures access to rigorous math instruction and intervention						
Timeframe	Benchmark / Milestone	Target – Excellence	Target – Innovation	Key Actions / Notes	Persons Responsible	
Baseline – Beginning of Year (September 2025)	STAR Math Baseline Assessment	11.17% proficient	8.32% proficient	- Administer STAR Math - Analyze subgroup data (MLLs, SWDs, etc.) - Identify Tier 2/3 students - Launch Math PLCs focused on HQIM and data use	- Building Test Coordinators - Math Instructional Coaches - MTSS Coordinators - Math Department Chairs - Principals & Assistant Principals	
1st Quarter (Sept – Nov 2025)	STAR Interim #1	≥14% proficient	≥11% proficient	- Begin HQIM implementation with coaching - Launch small-group math interventions - Conduct classroom walkthroughs on math discourse - Analyze STAR and formative data in PLCs	- Principals & Assistant Principals - Math Coaches - PLC Leads - Math Interventionists - Math Teachers	
2nd Quarter (Dec – Feb 2026)	STAR Interim #2	≥17% proficient	≥14% proficient	- Adjust Tier 2/3 groupings using STAR data - PD on scaffolding & small-group strategies - Implement math tasks emphasizing engagement - Provide targeted supports for MLLs & SWDs	- Instructional Coaches - Math Teachers - Special Education Coordinator - MLL Specialist - PLC Facilitators	
3rd Quarter (Mar – May 2026)	STAR Interim #3	≥19% proficient	≥16% proficient	- Implement reteaching cycles based on data - Conduct lesson studies and peer modeling - Introduce engaging, culturally relevant math tasks - Continue STAR-based intervention monitoring	- Peer Teachers / Model Classrooms - Math Coaches - Data Coaches - MTSS Teams - Grade-Level Leaders	
End of Year (June 2026)	STAR + State Math Results	21.17% proficient	18.32% proficient	- Administer end-of-year STAR - Compare STAR and state assessment growth - Celebrate progress and recognize student growth - Use results to plan SY 2026–27 math improvement	- School Test Coordinators - Leadership Team - District Math Specialist - Principals & Assistant Principals - Instructional Leadership Team	
Strategy #1:						
Strengthen PLC Structures for Collaborative Planning and Data-Driven Math Instruction.						
Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role

Establish weekly math-focused PLCs with a structured agenda centered on analyzing student data and aligning instruction to grade-level standards.	July 2025	August 2025	The action step will be implemented by incorporating protected time into the master schedule for weekly math-focused PLCs and assigning facilitators to guide the meetings. Each PLC session will follow a structured agenda that includes reviewing student work, analyzing formative and summative data, and collaboratively planning instruction aligned to grade-level standards.	Artifacts will include PLC meeting agendas, attendance records, and copies of student data analysis tools used during sessions. Additionally, collaborative lesson plans and instructional alignment documents developed during the PLCs will be collected to demonstrate implementation.	The impact will be evaluated by monitoring improvements in student math achievement through formative and summative assessment data over time. Additionally, teacher surveys and observation data will be reviewed to assess the effectiveness of PLC collaboration and instructional alignment.	- Assistant Principals - Math Coaches
Create and implement common formative assessments to track progress across classrooms.	July 2025	October 2025	The action step will be implemented by collaboratively designing common formative assessments aligned to grade-level standards and integrating them into the instructional calendar. Teachers will be trained on administering, scoring, and analyzing these assessments to inform instruction and monitor student progress consistently across classrooms.	Artifacts will include finalized copies of common formative assessments, assessment calendars, and teacher training materials related to implementation and scoring. Additionally, student performance data, data analysis protocols, and instructional adjustment plans based on assessment results will be collected to demonstrate implementation.	The impact will be evaluated by analyzing trends in student performance data across classrooms to identify areas of growth and instructional gaps. Additionally, teacher feedback and evidence of instructional adjustments based on assessment results will be reviewed to determine the effectiveness of the formative assessment process.	- Math Coaches - PLC Leads - Math Interventionists - Math Teachers
Develop action plans within PLCs for reteaching, differentiation, and enrichment based on assessment results.	July 2025	August 2025	The action step will be implemented by guiding PLCs to review assessment data regularly and collaboratively identify students' learning needs. Teams will then use structured planning templates to develop targeted action plans that include reteaching strategies, differentiated supports, and enrichment opportunities tailored to specific student groups.	Artifacts that will be collected to demonstrate implementation include PLC meeting agendas, minutes, and completed action plan templates that outline specific strategies for reteaching, differentiation, and enrichment. Additionally, student work samples, assessment data analyses, and progress monitoring tools will be used to show how instructional adjustments are being made in response to assessment results.	The impact of the action step will be evaluated by analyzing student growth data from formative and summative assessments to determine whether reteaching, differentiation, and enrichment strategies are improving learning outcomes. Regular reviews of PLC action plans, along with teacher reflections and student performance trends, will provide evidence of the effectiveness and alignment of instructional practices to student needs.	Assistant Principals - Math Coaches

Monitor PLC effectiveness through admin-led data reviews and observation of instructional practices.			Administrative Walkthroughs: Scheduled to regularly observe alignment of instructional practices with student data trends Weekly or bi-weekly (based on walkthrough schedule) PLC Meeting Attendance by Administrators: To observe collaboration and instructional adjustments Weekly or bi-weekly, aligned with PLC meeting schedules Monthly Data Review Sessions (Facilitated by Administrators): - PLCs analyze assessment results - Instruction is adjusted and targeted supports identified Monthly Use of Observation Tools by Leadership: Monitor: - Instructional consistency - Collaboration quality - Data-driven decision-making - Ongoing, aligned with walkthroughs and PLC observation	PLC Meeting Agendas and Minutes -Document discussions on data analysis -Include instructional planning -Highlight student interventions Walkthrough Observation Notes and Feedback Forms -Provide evidence of instructional alignment -Reflect collaborative practices among staff Student Assessment Data and Supporting Materials -Samples of assessment data -Progress monitoring tools -Adjusted lesson plans demonstrating data-informed instructional decisions within PLCs	- Analyzing trends in student achievement data over time to determine if PLC-driven instructional changes are leading to improved outcomes. -Feedback from teacher surveys	Assistant Principals - Math Coaches
Strategy #2: Provide Targeted Professional Learning and Coaching on High-Impact Math Interventions						
Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role

Offer ongoing professional development focused on high-leverage math practices, such as number sense routines, concrete-representational-abstract (CRA) strategies, and error analysis.			- Quarterly High-Quality Professional Learning (HQPL) will be provided to Core, CTE, and Related Arts teachers to support math high-leverage instructional practices - District and Building-Level Instructional Coaches will lead PD sessions during weekly PLCs (bi-weekly) - Note: Math PDs are once per week - Coaches and math specialists will support implementation through modeling, co-teaching, and collaborative planning. Data will include student work, formative assessments, and observation notes. - Documentation will consist of PLC agendas and teacher attendance logs. - Results will be communicated through PLC debriefs (weekly with admin team), staff meetings (monthly), and data reviews (monthly - during staff meetings).	- District and Building-Level Instructional Coaches will lead ongoing PD sessions during bi-weekly PLCs and scheduled PD days, focused on number sense routines, CRA strategies, and error analysis. - Coaches and math specialists will support implementation through modeling, co-teaching, and collaborative planning. - Artifacts collected will include PD agendas, sign-in sheets, presentation materials, and feedback forms. - Additional evidence will include classroom observation and student work samples.	- District Instructional Coaches, UD Math Coaches (Vendor), Building and District Administrators	- Principals & Assistant Principals - Math Coaches
	September 2025	June 2026				

Establish instructional coaching cycles where coaches model strategies, co-teach lessons, and provide feedback.			Weekly Actions Weekly PLC PD Sessions led by instructional coaches (Core, CTE, and Related Arts teachers) Focus: literacy strategies, number sense routines, CRA (Concrete–Representational–Abstract) strategies, error analysis Artifacts: PLC agendas, sign-in sheets, presentation slides, teacher reflections Instructional Coaching Support Classroom visits for modeling, co-teaching, and debriefs Artifacts: Coaching logs, observation notes, teacher feedback forms Monthly Actions Scheduled PD Days for deep-dive workshops on high-leverage instructional strategies Artifacts: PD agendas, materials, teacher surveys Planning Sessions with teachers as part of the coaching cycle Align lessons with literacy and numeracy goals Artifacts: Lesson plans, adjusted instructional materials Data Reviews & Impact Monitoring Analyze student work, classroom and district assessment data Collect teacher input through surveys and walkthrough feedback Artifacts: Student work samples, assessment data, walkthrough notes Communication & Reflection Share outcomes in PLC debriefs and staff meetings Adjust support based on data and feedback	High-Quality Professional Learning (HQPL) will be provided to Core, CTE, and Related Arts teachers to strengthen literacy and high-leverage math instructional practices aligned with school and district goals. Instructional coaches will lead ongoing PD during weekly PLCs and monthly or quarterly PD days, focusing on number sense routines, CRA strategies, and error analysis. Implementation includes structured coaching cycles with regular planning, classroom modeling, co-teaching, and debriefs. Artifacts such as observation note and feedback forms will document progress, with impact monitored through assessments, surveys, and walkthrough data. Results will be shared through PLC debriefs, staff meetings, and data reviews. .To demonstrate implementation of instructional coaching cycles, artifacts will include coaching schedules, lesson plans developed during planning sessions, and logs documenting modeling, co-teaching, and feedback provided. Additional evidence will consist of observation notes, teacher reflections, and feedback summaries, capturing the focus and impact of each coaching session. These materials will verify consistent support for instructional growth and alignment with coaching goals.	Assistant Principals - Math Coaches
	September 2025	June 2026			

Collect and respond to teacher feedback to refine coaching and PD supports throughout the year.	September 2025	June 2026	The action step will be implemented by gathering teacher feedback through surveys, informal check-ins, and reflection forms following coaching sessions and PD. Weekly, coaches will collect informal feedback during classroom visits and planning meetings. Monthly, formal reflection forms and surveys will be distributed and reviewed to identify trends. Quarterly, feedback will be analyzed to adjust coaching strategies and refine PD plans, ensuring supports remain aligned with teacher needs throughout the year.	Artifacts to demonstrate implementation will include teacher feedback surveys, coaching and PD reflection forms, focus group notes, and informal feedback logs collected throughout the year. Additional documentation may include revised PD agendas, updated coaching plans, and summaries of adjustments made based on feedback. These artifacts will capture how teacher input informs ongoing refinement of coaching and professional development supports.	- Analyze teacher feedback from surveys and reflection forms to identify trends and areas for improvement. -Monitor participation and engagement levels during coaching cycles and PD sessions. -Track improvements in student achievement data linked to refined instructional strategies.	Assistant Principals - Math Coaches
Strategy #3:						
Expand Access to Culturally Responsive Numeracy Practices Through Recruitment of a Certified Math Specialist						
Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role
Recruit and onboard a certified mathematics specialist with expertise in culturally responsive and inclusive instructional practices.	July 2025	September 2025	The action step will be implemented by partnering with the district's human resources department to post the position widely, screen qualified applicants, and conduct interviews that assess both content expertise and cultural competency. Once hired, the mathematics specialist will participate in an onboarding process that includes orientation to school goals, collaboration structures, and expectations for supporting culturally responsive and inclusive math instruction.	Artifacts that will be collected to demonstrate implementation include the job posting, interview protocols, candidate evaluation rubrics, and hiring documentation verifying certification and relevant expertise. Onboarding materials, meeting agendas, and professional learning plans outlining the specialist's initial responsibilities and integration into the instructional support team will also serve as evidence of successful recruitment and onboarding.	The impact of this action step will be evaluated by monitoring the specialist's contributions to instructional improvement through coaching logs, teacher feedback, and the integration of culturally responsive strategies into lesson planning and delivery. Additionally, student achievement data, particularly among historically underserved groups, will be analyzed to assess whether the specialist's support is contributing to more equitable learning outcomes in mathematics.	Assistant Principals
Task the specialist with identifying and integrating real-world, culturally relevant math problems into the curriculum.	September 2025	October 2025	The action step will be implemented by having the mathematics specialist collaborate with grade-level teams during PLCs to identify opportunities for embedding real-world, culturally relevant math problems aligned to curriculum standards. The specialist will also curate and develop a resource bank of diverse problem sets and support teachers in adapting lessons to reflect students' cultural backgrounds and lived experiences.	Artifacts that will be collected to demonstrate implementation include lesson plans, instructional materials, and problem sets that feature real-world, culturally relevant math tasks curated or created by the specialist. Additional evidence will include PLC meeting agendas and notes documenting collaboration with teachers, as well as student work samples and teacher reflections showing how these tasks were integrated into instruction.	The impact of this action step will be evaluated by reviewing student engagement indicators and performance data to assess whether the integration of culturally relevant math problems improves conceptual understanding and real-world application. In addition, teacher feedback, classroom observation notes, and student reflections will be analyzed to determine the effectiveness of these tasks in fostering inclusive and meaningful learning experiences.	Assistant Principals - District Teaching & Learning Team

Facilitate training sessions led by the specialist on building inclusive math discourse, promoting mathematical identity, and reducing stereotype threat. August 2025 Building a Culture of Equity & Belonging: Foundations of inclusive practice; unpacking school mission, equity commitments, and classroom norms September 2025 Using Data to Identify and Address Learning Gaps: Disaggregating subgroup data (SWD, MLLs, Low SES) and aligning instruction to student needs October 2025 Universal Design for Learning (UDL) in Tier 1 Instruction: Planning accessible lessons using UDL principles; flexible grouping and representation November 2025 Differentiation Strategies for Multilingual Learners (MLLs): Scaffolding vocabulary, visuals, and sentence frames to promote language access December 2026 Literacy Across Content Areas: Supporting decoding, fluency, and comprehension within all disciplines January 2026 Progress Monitoring & Intervention Design: Using formative data and screeners (e.g., STAR) to create and adjust Tier 2 supports February 2026 Inclusive Math Practices & Identity Affirmation: Culturally responsive math instruction, discourse strategies, and reducing stereotype threat March 2026 Co-Teaching, Modeling, and Collaborative Planning: Effective partnerships between Gen Ed, SPED, and MLL teachers for inclusive practices April 2026 Behavior Supports & Restorative Practices: Trauma-informed classroom strategies and attendance-sensitive interventions May 2026 Reflecting on Coaching Cycles & PLC Impact: Teacher reflections, growth celebrations, and identifying next steps for professional growth June 2026 Planning for Sustainability: Action Steps & Leadership Capacity Building internal capacity for coaching, data review, and equity leadership for the next school year	August 2025	June 2026	The action step will be implemented by scheduling ongoing professional development sessions led by the mathematics specialist, focused on strategies for fostering inclusive math discourse, promoting positive mathematical identity, and addressing stereotype threat. These sessions will include interactive activities, modeling, and opportunities for teachers to reflect, collaborate, and apply the strategies within their instructional practice. Sessions will be held bi-monthly. Data collected will include attendance, feedback forms, and classroom implementation artifacts. Documentation will include agendas, sign-in sheets, and lesson samples. Results will be reviewed quarterly and communicated through PLCs and leadership team meetings.	1. Artifact Collection: Monthly — Includes PD agendas, sign-in sheets, presentation materials, participant feedback, lesson plans, and observation notes. 2. Data Review: Quarterly — Collected artifacts and implementation evidence are analyzed every 9 weeks to monitor trends, adjust support, and inform next steps. 3. Documentation Storage: Artifacts and data summaries will be stored in a shared drive (e. g., Google Drive, OneDrive), accessible to instructional coaches, administrators, and teacher leaders. Communication of Results: 1. Grade-Level PLCs: Key findings and implementation trends shared during PLC meetings to support instructional decision-making and continuous improvement. Quarterly (at minimum) 2. Leadership Team: Full summary of data trends, successes, and next steps reviewed to guide schoolwide instructional planning and PD focus. Quarterly or after each data cycle 3. Individual Staff (if needed): Targeted coaching feedback or supports provided based on individual implementation data (e. g., reflection logs or lesson plans).Ongoing/as needed	The impact of this action step will be evaluated by analyzing teacher implementation of inclusive discourse strategies through classroom observations, student interactions, and lesson artifacts. Additionally, student surveys, teacher reflections, and disaggregated achievement data will be reviewed to assess shifts in student confidence, participation, and academic performance, particularly among historically marginalized groups. Data will be collected quarterly, documented in observation logs and survey summaries, and discussed during PLCs and leadership meetings to inform ongoing adjustments and support.	Assistant Principals - Math Coaches - District Teaching & Learning Team
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Use student data to evaluate the impact of the math specialist's work on closing achievement gaps.	September 2025	March 2026	The action step will be implemented by collecting and disaggregating student performance data across subgroups to monitor trends and identify areas of growth influenced by the math specialist's support. Data analysis will be conducted regularly during PLCs and leadership team meetings to evaluate the effectiveness of implemented strategies and guide instructional adjustments aimed at closing achievement gaps. Data will be collected quarterly, including assessment scores, subgroup performance, and intervention outcomes. Documentation will include data reports and meeting notes. Results will be communicated through PLC updates and leadership summaries.	1. Artifact Collection: Ongoing, with formal collection aligned to data cycles — Artifacts include: - Disaggregated student assessment data (e.g., STAR, benchmark tests) - Progress monitoring reports - Data analysis summaries - PLC meeting minutes - Data reflection protocols - Documentation of instructional adjustments made in response to math specialist support 2. Data Review: Quarterly — Assessment results and implementation evidence will be reviewed every 9 weeks to identify trends in subgroup performance and inform instructional planning. 3. Documentation Storage: All documentation will be stored in shared folders (e.g., schoolwide Google Drive or district platform), accessible to instructional coaches, specialists, and administrators. Communication of Results: 1. Grade-Level PLCs: Key data trends, subgroup performance insights, and instructional shifts discussed and actioned collaboratively. Quarterly 2. Leadership Team: Review of disaggregated data and summary of supports provided by the math specialist to guide decisions around staffing, PD, and intervention priorities. Quarterly or following each benchmark cycle 3. Individual Teachers: Targeted coaching and planning sessions informed by classroom- or student-level data to adjust Tier 1/Tier 2 supports. Ongoing/as needed	The impact of this action step will be evaluated by examining longitudinal student performance data to identify improvements in achievement among targeted subgroups and determine whether gaps are narrowing over time. In addition, trends from classroom assessments, benchmark data, and state test results will be triangulated with instructional changes guided by the math specialist to assess the overall effectiveness of their support. Data will be analyzed semi-annually. Documentation will include data dashboards and instructional review notes. Results will be shared during mid-year and end-of-year PLCs and leadership meetings.	Assistant Principals - Math Coaches - District Teaching & Learning Team
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2025-2026 Goal Setting-Additional DSSF Area						
Priority Statement:						
Dover Middle School Campus is committed to reducing chronic absenteeism by fostering an inclusive, supportive learning environment that addresses barriers to attendance—particularly for special education and MLL students—through collaborative planning, culturally responsive instruction, and consistent, high-quality interventions that re-engage every learner.						
Measureable Goal Statement (Smart Goal) (Based on DSSF Data and Targets) (Yearly Goal)						
By June 2026, both the Middle School of Excellence and the Middle School of Innovation will reduce chronic absenteeism by at least 10%, as measured by state attendance data. The schools will implement a tiered attendance response system, provide wraparound services, and engage families through inclusive, culturally responsive outreach efforts, prioritizing support for students with the highest absentee rates, including students with disabilities, MLLs, and students from economically disadvantaged backgrounds.						
Specific: Focus on reducing chronic absenteeism						
Measurable: 10% reduction from current rates						
Achievable: Supported by tiered interventions and outreach structures						
Relevant: Linked to student achievement and engagement						
Time-bound: Completion by June 2026						
Inclusive: Engages families and students most at risk						
Equitable: Targets barriers experienced by historically underserved groups						
Beginning of Year Baseline Data	(In-Year Metric)	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	End of Year	
Attendance Excellence	65.27	71.45	77.63	83.81	90	
Attendance Innovation	61.33	68.5	75.67	82.83	90	
Strategy #1:						
Strengthen PLC Structures and Staff-Wide Collaboration to Support Inclusive Instruction. By building strong PLCs and prioritizing inclusive instruction through staff-wide collaboration, schools create a learning environment that engages students, identifies and addresses barriers early, and builds meaningful relationships—all of which contribute to increased student attendance.						
Action Steps	Start Date	End Date	How will the action step be implemented?	What artifacts will be collected to demonstrate implementation?	How will the action step be evaluated for impact?	People Responsible/Role

Establish dedicated weekly PLC meeting times for grade-level and cross-functional teams (including general education, special education, and MLL staff) to engage in collaborative planning, data analysis, and instructional decision-making.	July 2025	August 2025	The action step will be implemented by creating a master schedule that includes protected weekly PLC times and ensuring participation from all relevant staff members.	<table><tr><th>Artifact</th><th>Impact on Student Attendance</th></tr><tr><td>Staff Survey Results</td><td>Informs targeted PD that improves instruction, making learning more engaging and inclusive—helping students feel more successful and motivated to attend school regularly.</td></tr><tr><td>Student Data (e.g., STAR, subgroup analysis)</td><td>Allows for early identification of struggling students (e.g., SWDs, MLLs) and triggers supports that reduce frustration and disengagement—common drivers of chronic absenteeism.</td></tr><tr><td>Professional Learning Calendar</td><td>Ensures timely, strategic teacher development that improves classroom quality and consistency—creating positive environments students want to attend.</td></tr><tr><td>Faculty Meeting & PLC Agendas/Minutes</td><td>Demonstrates how instructional improvements are shared and embedded schoolwide, increasing cohesion and connection across classrooms—promoting student belonging and regular attendance.</td></tr><tr><td>Anchor Charts, Planning Tools, Student Exemplars</td><td>Supports accessible and differentiated instruction, particularly for underserved students, increasing academic confidence and attendance.</td></tr><tr><td>PD Materials (e.g., slides, handouts)</td><td>Enhances teacher effectiveness and consistency across classrooms, making instruction more engaging and supportive for all learners—especially those at risk of absenteeism.</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Artifact	Impact on Student Attendance	Staff Survey Results	Informs targeted PD that improves instruction, making learning more engaging and inclusive—helping students feel more successful and motivated to attend school regularly.	Student Data (e.g., STAR, subgroup analysis)	Allows for early identification of struggling students (e.g., SWDs, MLLs) and triggers supports that reduce frustration and disengagement—common drivers of chronic absenteeism.	Professional Learning Calendar	Ensures timely, strategic teacher development that improves classroom quality and consistency—creating positive environments students want to attend.	Faculty Meeting & PLC Agendas/Minutes	Demonstrates how instructional improvements are shared and embedded schoolwide, increasing cohesion and connection across classrooms—promoting student belonging and regular attendance.	Anchor Charts, Planning Tools, Student Exemplars	Supports accessible and differentiated instruction, particularly for underserved students, increasing academic confidence and attendance.	PD Materials (e.g., slides, handouts)	Enhances teacher effectiveness and consistency across classrooms, making instruction more engaging and supportive for all learners—especially those at risk of absenteeism.					The impact will be evaluated by reviewing the quality of PLC outputs, such as instructional plans and data analyses, and monitoring improvements in student achievement and instructional alignment. By building strong PLCs and prioritizing inclusive instruction through staff-wide collaboration, schools create a learning environment that engages students, identifies and addresses barriers early, and builds meaningful relationships—all of which contribute to increased student attendance.	- Principals & Assistant Principals
	Artifact	Impact on Student Attendance																						
	Staff Survey Results	Informs targeted PD that improves instruction, making learning more engaging and inclusive—helping students feel more successful and motivated to attend school regularly.																						
	Student Data (e.g., STAR, subgroup analysis)	Allows for early identification of struggling students (e.g., SWDs, MLLs) and triggers supports that reduce frustration and disengagement—common drivers of chronic absenteeism.																						
	Professional Learning Calendar	Ensures timely, strategic teacher development that improves classroom quality and consistency—creating positive environments students want to attend.																						
	Faculty Meeting & PLC Agendas/Minutes	Demonstrates how instructional improvements are shared and embedded schoolwide, increasing cohesion and connection across classrooms—promoting student belonging and regular attendance.																						
	Anchor Charts, Planning Tools, Student Exemplars	Supports accessible and differentiated instruction, particularly for underserved students, increasing academic confidence and attendance.																						
	PD Materials (e.g., slides, handouts)	Enhances teacher effectiveness and consistency across classrooms, making instruction more engaging and supportive for all learners—especially those at risk of absenteeism.																						

Facilitate targeted training for PLC leads on inclusive instructional practices, data protocols, and facilitation skills to ensure effective collaboration and student-centered planning.	August 2025	September 2025	The action step will be implemented by organizing professional development sessions for PLC leads focused on inclusive practices, data use, and collaborative facilitation strategies.	1. Training Agendas & Presentation Materials: These show that staff received targeted professional development on strategies like inclusive instruction, engagement, and differentiation. When teachers apply what they learn, classrooms become more responsive and welcoming—helping students feel seen and supported, which encourages regular attendance. 2. Sign-in Sheets: Document staff participation in key PD sessions. High participation indicates schoolwide commitment to improving practice, which improves consistency across classrooms and builds a more stable, engaging environment for students—reducing absenteeism. 3. PLC Lead Reflection Logs: Capture how collaborative teams are responding to student needs. When PLCs reflect on student attendance and engagement trends, they're more likely to adapt strategies to re-engage at-risk students, helping reduce chronic absences. 4. Classroom Observation Rubrics: Monitor whether inclusive, student-centered practices are being implemented. Evidence of improvement in instructional quality correlates with increased student engagement—a key driver of attendance. 5. Lesson Plan Reviews Showing Differentiation: Show that teachers are intentionally planning for diverse learners, making instruction more accessible and meaningful. Students are more likely to attend when they understand material and feel instruction	The impact will be evaluated by assessing improvements in PLC meeting effectiveness, collaboration quality, and the integration of inclusive practices in team planning documents. By building strong training and prioritizing inclusive instruction through staff-wide collaboration, schools create a learning environment that engages students, identifies and addresses barriers early, and builds meaningful relationships—all of which contribute to increased student attendance.	- District Attendance Liaisons - Instructional Coaches - Parent liaisons
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Develop common planning templates that embed universal design for learning (UDL) principles and language development strategies to ensure lessons meet the needs of all learners.	August 2025	September 2025	The action step will be implemented by collaborating with instructional leaders to design and distribute standardized planning templates that incorporate UDL and language development components.	1. Finalized Planning Templates: These help teachers intentionally design inclusive lessons using frameworks like UDL (Universal Design for Learning). When lessons are planned to meet a variety of student needs, students feel more successful and supported, reducing the likelihood of disengagement or absenteeism. 2. Sample Completed Lesson Plans: Demonstrate real application of inclusive planning, scaffolding, and engagement strategies. When teachers model best practices, it promotes consistency and high-quality instruction across classrooms—creating environments students want to attend. 3. PD Materials on UDL & Language Strategies: Ensure that staff are trained to meet the needs of MLLs and students with disabilities. A better instructional match between student need and classroom strategy boosts academic confidence, fostering stronger school attachment and lowering absenteeism. 4. Formative Checks (e.g., Exit Tickets, Graphic Organizers, Sentence Frames): Provide real-time feedback to students and teachers, enabling quick intervention and support. These checks promote student voice and understanding—especially for those who may struggle to engage—which builds confidence and a sense of belonging, reducing chronic absences.	The impact will be evaluated by reviewing lesson plans for consistent use of UDL and language development strategies. Additionally, student performance data and teacher feedback will be analyzed to assess improvements in access and engagement for all learners. To develop common planning templates that incorporate Universal Design for Learning (UDL) principles and language development strategies, and to measure their impact on student engagement and attendance, you'll want a structured approach that combines inclusive pedagogy with actionable data tracking.	- Attendance/Parent liaisons - Instructional Coaches
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Monitor PLC effectiveness through administrative check-ins, reflection tools, and alignment rubrics to ensure a focus on instructional equity and outcomes for diverse learners.	August 2025	May 2026	Administrative PLC Check-Ins	Monthly (1x per PLC per month)	Observe collaboration, monitor alignment to instructional equity goals, and provide real-time feedback.	1. PLC Observation Notes: Capture real-time evidence of team collaboration and focus on student needs. When PLCs use these notes to adjust instructional practices for struggling learners, they address root causes of disengagement—helping students feel supported and more likely to attend. 2. Completed PLC Reflection Tools: Encourage teachers to self-assess and improve their planning and delivery of inclusive instruction. Improved teacher awareness and intentionality lead to more responsive classroom environments that reduce barriers to attendance for students with disabilities, MLLs, or those disengaged. 3. Alignment Rubric Evaluations: Evaluate how well PLC discussions and plans align to schoolwide equity goals. High alignment indicates stronger focus on inclusivity and student engagement strategies—factors that directly impact attendance among at-risk students. 4. Summary Reports from Admin Check-ins: Offer leadership visibility into strengths and gaps in PLC effectiveness. This allows for timely interventions that can improve instructional consistency and equity, making classrooms safer, more supportive places students want to attend. 5. Feedback Forms from Admin Check-ins: Provide staff voice on the effectiveness of support systems. When staff feel heard and supported, they are more likely to invest in high-quality instruction that increases student belonging and motivation to attend	The impact will be evaluated by analyzing trends in PLC collaboration quality, instructional planning, and alignment to equity goals. Increases in student achievement and engagement among diverse learners will also be used to measure effectiveness. By building strong PLCs and prioritizing inclusive instruction through staff-wide collaboration, schools create a learning environment that engages students, identifies and addresses barriers early, and builds meaningful relationships—all of which contribute to increased student attendance.	- Principals & Assistant Principals - District Attendance Liaisons - Parent liaisons - Instructional Coaches
			PLC Reflection Tool Submissions	Quarterly (4x/year)	Assess how PLCs self-evaluate impact on diverse learners and adjust practices accordingly.			
			Alignment Rubric Reviews	Mid-year & End-of-year (2x/year)	Evaluate overall alignment of PLC work to schoolwide instructional priorities and equity-focused outcomes.			
			Leadership Team Review of Data	Monthly	Synthesize findings from check-ins, reflections, and rubrics to guide coaching and professional development.			

Strategy #2:

Conduct a needs assessment to identify gaps in staff understanding and implementation of Tier 2 and Tier 3 interventions for special education and MLL students. Expected Impact: - Decrease in chronic absenteeism for SWDs and MLLs who receive targeted interventions earlier due to improved staff knowledge - Increase in intervention fidelity resulting in improved student engagement and fewer behavior-related absences - Improved early intervention reduces chronic absenteeism by addressing underlying academic or emotional challenges sooner	August 2025	October 2025	- Distribute a staff-wide survey on MTSS, inclusive practices, and interventions - Facilitate focus groups by role (SPED, MLL, Gen Ed) - Review intervention referral and implementation data by subgroup	1. Completed Survey Responses: Provide direct insight from staff, students, and families into perceptions of school climate, instructional support, and barriers to attendance. This feedback helps shape strategies that make students feel heard, supported, and more connected to school—boosting daily attendance. 2. Focus Group Transcripts/Notes: Offer qualitative data on specific experiences, challenges, and successes related to student engagement, absenteeism, and school culture. Focus group findings deepen understanding of root causes of absenteeism and help design more tailored, culturally responsive interventions. 3. Meeting Agendas and Notes: Demonstrate that school teams are regularly discussing attendance trends, student supports, and inclusive practices. When meetings focus on problem-solving and collaborative planning, schools can act quickly to re-engage chronically absent students. 4. Summary Report Identifying Trends and Growth Areas: Synthesizes all data into actionable insights, helping leadership prioritize and track strategies for improving attendance. Identifying growth areas (e.g., students struggling with engagement, family outreach gaps) allows for timely adjustments that prevent absenteeism from persisting.	- Compare pre/post self-assessment data for growth in staff knowledge and confidence - Review increases in accurate Tier 2/3 implementation logs - Increase in early identification of at-risk students	- SPED & MLL Teacher Leaders
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Design a year-long professional learning plan focused on high-leverage intervention strategies, such as differentiated scaffolding, co-teaching models, and progress monitoring tools. Then implement PL plan for all staff members Expected Impact: - Improved teacher capacity results in more responsive and effective support for struggling students - Increased academic confidence and connection for students receiving interventions leads to better attendance - More inclusive co-teaching and scaffolding practices reduce absenteeism among MLLs and students with disabilities - Progress monitoring routines lead to earlier identification and support of disengaged students	July 2025	August 2025	- Develop a monthly calendar of intervention-focused PD sessions - Partner with internal and external facilitators for delivery - Integrate PLC-based follow-up and coaching supports - Align sessions with student attendance and engagement data trends	1. Year-long Professional Learning Calendar: Ensures a sustained, structured plan to build teacher capacity around inclusive and engaging practices. High-quality, consistent instruction increases student interest and motivation to attend school regularly. 2. Agendas, Slide Decks, and Training Materials: Show that professional learning is focused on topics like culturally responsive teaching, differentiation, and engagement strategies—improving classroom environments so students feel supported and are more likely to come to school. 3. Coaching Logs and PLC Notes: Provide evidence of job-embedded support that helps teachers apply what they've learned. This leads to improved classroom practices and better relationships with students—key drivers of school connectedness and attendance. 4. Attendance Sheets (PD Participation): Demonstrate staff buy-in and participation in the learning process. High staff engagement in professional development correlates with stronger implementation of inclusive practices that reduce disengagement and absenteeism. 5. Participant Surveys and Feedback: Capture teacher reflections on PD effectiveness, allowing for ongoing improvement. When teachers feel confident and supported, they're more likely to build positive classroom cultures that foster student belonging and consistent attendance.	- Agendas, slide decks, and training materials - Coaching logs and PLC notes - Attendance sheets - Participant surveys and feedback- Track changes in teacher practice using instructional walkthrough tools and coaching observation notes - Measure student achievement in targeted intervention groups - Monitor reduction in chronic absenteeism among students receiving intervention - Compare subgroup (MLL, SWD) engagement and attendance pre-/post-PL	- Principals - Assistant Principals - Instructional Coaches - Teacher Leaders (Gen Ed, SPED, MLL) - External PD Providers (as needed)
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Incorporate coaching cycles and peer observation rounds to support the transfer of intervention practices into classrooms with real-time feedback and modeling. Expected Impact: - Increased teacher confidence and skill in delivering effective interventions improves student success and belonging - Real-time feedback ensures intervention strategies are implemented with fidelity, improving outcomes for at-risk students - Better in-class support leads to more positive student-teacher relationships, reducing disengagement and absenteeism - More responsive classrooms result in fewer behavior-related absences and higher daily attendance	August 2025	September 2025	- Establish coaching calendar and peer observation protocols - Identify focus areas aligned to intervention strategies (e.g., co-teaching, scaffolding, progress monitoring) - Conduct cycles with pre-conference, observation/modeling, and post-feedback - Use look-for tools aligned to intervention practices	1. Coaching Logs: Document how teachers are supported in implementing inclusive, engaging practices (e.g., differentiation, culturally responsive instruction). This leads to more effective teaching that keeps students connected to learning and reduces absenteeism. 2. Observation Schedules and Sign-ins: Show that teachers are regularly observed and supported, which promotes accountability and continuous improvement. Strong, supported instruction improves student relationships and classroom experiences, leading to better attendance. 3. Real-time Feedback Forms: Provide timely, actionable guidance that helps teachers adjust strategies to better meet student needs. Immediate improvements in instruction increase student participation and motivation to attend. 4. Reflective Teacher Notes or Journals: Capture teacher insights and growth, often related to challenges with student engagement and attendance. Encourages self-awareness and continuous refinement of practices that foster classroom environments students want to return to. 5. Peer Debrief Summaries: Promote a culture of collaboration and shared learning. When teachers work together to solve challenges (like re-engaging students), they build more consistent and inclusive practices schoolwide—improving student connection and attendance.	- Use walkthrough and coaching tools to track teacher growth over time - Analyze student performance in intervention groups - Monitor improvements in classroom engagement and participation - Compare attendance and engagement data pre/post observation cycles	- Instructional Coaches - Peer Teachers / Model Classrooms - Department Leads
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Create a centralized intervention tracking system to document, monitor, and evaluate the effectiveness of supports provided across all subgroups. Implement the usage of the intervention tracking system and assess the data throughout the year. Expected Impact: - Real-time tracking enables earlier and more targeted intervention, preventing academic disengagement and absenteeism - Transparent monitoring across subgroups ensures no student “falls through the cracks” - Better documentation leads to stronger MTSS tier placement decisions, increasing student success and daily attendance - Helps identify which interventions are most effective, improving how resources are allocated to reduce absenteeism	August 2025	May 2026	- Select or customize a digital tracking platform (e.g., Panorama, Google Sheets, or a district-approved MTSS system) - Train staff on consistent data entry protocols, timelines, and subgroup tagging (SPED, MLL, ED) - Schedule routine data reviews in PLCs or MTSS teams to adjust supports based on trends	1. Platform Setup Documentation: Confirms that an infrastructure exists for tracking student interventions and attendance-related concerns. This enables consistent, schoolwide data entry and ensures all staff have access to real-time information to intervene early when attendance issues arise. 2. Staff Training Agendas and Materials: Show that teachers and staff are trained to use the platform effectively. Well-trained staff can accurately log supports, track patterns, and act quickly to re-engage chronically absent students—helping prevent long-term disengagement. 3. Sample Intervention Logs: Provide evidence of direct supports being delivered to students struggling with attendance or related academic/behavioral issues. These logs document accountability and help ensure that interventions are matched to student needs. 4. Data Reports from the Platform: Allow leadership and PLCs to identify trends (e.g., students with repeated absences, effectiveness of interventions). Timely analysis of this data supports targeted outreach and adjustments to improve student re-engagement. 5. PLC Meeting Minutes with Data Review Actions: Demonstrate that teams are reviewing attendance and intervention data collaboratively and taking action. This builds a culture of shared responsibility, where staff proactively address barriers that lead to absenteeism.	- Monitor data accuracy, completeness, and usage rates (who logs in and how often) - Track student progress by intervention type and subgroup - Measure reduction in chronic absenteeism among students flagged for support - Evaluate staff responsiveness based on lag between identification and intervention delivery	- MTSS Leads - Teacher Leaders - Data Specialist
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Host data reflection meetings every 4–6 weeks to adjust interventions based on student growth data and educator feedback. Expected Impact: - More effective interventions through timely, data-driven adjustments - Improved student growth and engagement, especially for high-need learners - Reduction in chronic absenteeism by identifying and addressing barriers early - Stronger staff collaboration around student support strategies	August 2025	May 2026	- Schedule recurring data meetings aligned to assessment windows - Prepare updated student growth and attendance data - Facilitate cross-functional team discussions to adjust interventions and groupings	1. Meeting Agendas and Attendance Logs: Document that regular, structured conversations are taking place with a focus on attendance, student progress, and support systems. Ensures schoolwide accountability and prioritization of students who need immediate re-engagement. 2. Student Data Reports: Provide timely and disaggregated insights into attendance patterns, academic performance, and risk indicators. These reports help identify students in need of targeted outreach or interventions to improve attendance. 3. PLC Notes with Action Steps: Show that staff are collaboratively reviewing data, developing solutions, and assigning follow-up actions to address barriers to student attendance. This strengthens the support network and ensures timely response for students who are disengaging. 4. Revised Intervention Plans: Reflect that the school is adapting supports based on student needs and outcomes. Responsive, individualized intervention plans increase the likelihood that students feel seen and supported—two key drivers of consistent attendance.	The impact will be evaluated by tracking changes in student performance and attendance following each intervention adjustment cycle.	- Teacher Leaders
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