

Goal 1: Reading Growth			
3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	Establish a school-wide continuous improvement framework where 100% of students demonstrate measurable growth in Reading. Over three years, DMMS will elevate its state Reading Growth Index from 79.07 to 88.00 by ensuring Tier 1 and Tier 2 students achieve more than 1.0 year of academic growth annually, while Tier 3 intervention students achieve an accelerated 1.5 years of growth to close foundational gaps.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Reading Growth ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1 100% of enrolled students will show documented growth in Reading on fall-to-spring benchmark assessments (Aimsweb/Performance Matters). Tier 1 & Tier 2 Target: 100% of students receiving Tier 1 core instruction and Tier 2 targeted remediation will demonstrate more than 1.0 year of reading growth. Tier 3 Target: 100% of students receiving Tier 3 intensive reading intervention will achieve 1.5 or more years of reading growth.	Measurable Objective Year 2 100% student growth while sustaining the more than 1.0 year (Tiers 1 & 2) and 1.5 year (Tier 3) growth trajectories. Reduce the total number of students in the lowest growth tier (" <i>Did Not Meet Expected Growth</i> ") by 40%, elevating the overall Reading Growth Index to 85.50.	Measurable Objective Year 3 Sustain 100% student growth implementation across all tiers, capping total students below expected framework growth at under 10%. Achieve and maintain a stable school-wide Reading Growth Index of 88.00 or higher on state reporting.

	Framework Index Target: Transition at least 40 students currently in the "Below Expected Growth" categories into "Expected Growth", raising the state Reading Growth Index from 79.07 to 82.50 by June 2027. Of those, 14 SWD will move from the Below Expected Growth to Expected Growth and fewer than 22 students will score below basic.		
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Implement explicit multisyllabic decoding, fluency routines, and world/word knowledge expansion during Tier 1 core ELA. Match Tier 2/3 struggling readers with specialized reading specialists and evidence-based programs (Lexia PowerUp/SPIRE/95% Comprehension) during protected intervention blocks.		
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	Universal screening will prevent struggling readers from falling through the cracks. Structured remediation and intervention will directly move "Below Expected" students into positive growth trajectories. English teams will consistently evaluate groupings and move students as needed to continue to move student trajectories.		
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>	Division Literacy Supervisor, DMMS Administration, English MCL		
Team Members <i>(Who are responsible for doing the work?)</i>	ELA Teachers, Reading Specialists, ELA MCL, Special Education Teachers, ESOL Teachers		

Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Administer Fall, Winter, and Spring universal screening (VALLSS/Aimsweb) to place 100% of students into Tier 1, 2, or 3 reading pathways.	ELA MCL / Building Admin	Aug 2026 – May 2027	Fall, Winter, & Spring screening reviews	100% of students screened and assigned baseline growth goals (1+ yr for Tier 1/2; 1.5 yrs for Tier 3).		
Tier 3: Deliver intensive reading programs (Lexia PowerUp/SPIRE/ 95%Comprehension) to Tier 3 students to drive 1.5 years of growth.	Reading Specialists / SPED Staff	Sept 2026 – May 2027	Bi-weekly progress monitoring in MTSS	Tier 3 students average at least 1.5 years of growth on spring post-tests.		
Tier 1 & 2: Provide explicit decoding, vocabulary, and fluency instruction during core ELA to ensure more than 1	ELA Department / MCL	Sept 2026 – May 2027	Monthly PLC data checks on common formative assessments	100% of Tier 1 & 2 students meet 1+ year growth benchmarks.		

year of growth for Tier 1 & 2 students.						
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Goal 2: Attendance

3-Year Goal Statement:

Include the goal statement completed as part of the needs assessment process.

By the end of the 2028–2029 school year, DMMS will reduce its chronic absenteeism rate from 15.18% to 9.50% (a 5.68 percentage point reduction) with a focus on our SWD subgroup.

School Performance and Support Framework Alignment

Select indicator that the goal addresses.

Readiness ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

Year 1 (2026–27): Reduce overall chronic absenteeism from 15.18% to 12.50% (capping chronically absent students at fewer than 71 out of 571) by implementing 5-day outreach protocols and tiered PBIS attendance incentives.

Measurable Objective Year 2

Year 2 (2027–28): Reduce chronic absenteeism to 10.50%, focusing intensive case-management on Students with Disabilities and Economically Disadvantaged cohorts.

Measurable Objective Year 3

Year 3 (2028–29): Reduce chronic absenteeism to 9.50% or lower, embedding daily attendance tracking into school culture.

Evidence-Based Strategy

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

Implement a multi-tiered attendance intervention model aligned to MTSS/PBIS. Universal (Tier 1): Positive climate, PBIS attendance rewards, family messaging via TalkingPoints. Targeted (Tier 2): Check-In/Check-Out (CICO), mandatory family outreach within 5 days of missing school, counselor groups. Intensive (Tier 3): Individualized attendance plans, social worker home visits, Student Services referrals.

Intended Outcomes

Describe how student outcomes will improve as a result implementing the evidence-based strategy.

Early proactive outreach will prevent students from crossing the 10% absence threshold (18 days). Connecting vulnerable student groups with designated school adults will increase school belonging and presence.

Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			Building Principal, Assistant Principals, School Attendance Team, Social Worker			
Team Members <i>(Who are responsible for doing the work?)</i>			School Counselors, School Social Worker, Director of Student Services and Family Support, PBIS Team.			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
5-Day Mandatory Outreach: Require counselors/admin to contact families and log interventions in PowerSchool within 5 days of an absence trigger.	Admin / Counselors	Sept 2026 – June 2027	Weekly attendance team data meetings	100% of 5-day absence triggers have logged family contact.		
Tier 2 Check-In/Check-Out (CICO): Assign identified high-risk students (especially SPED/Economically Disadvantaged) a staff mentor for daily check-ins.	School Social Worker / PBIS Chair	School Social Worker / PBIS Chair	Bi-weekly CICO reviews	70%+ of CICO participating students improve attendance rates.		

Quarterly PBIS Attendance Rallies: Execute school-wide quarterly attendance incentives and "Pride Team" attendance competitions.	PBIS Committee Chair	Nov 2026, Jan 2027, April 2027, June 2027	Monthly attendance reporting in Rifleman Review	Chronic absenteeism rate stays below 12% each quarter.		
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Goal 3: Science Mastery			
3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	Elevate the Science 8 Performance rate on the state framework from 90.13 to 95.00 while reducing the number of students scoring in the "Fail/Basic" tier from 147 students to fewer than 80 students by June 2029 with a focus on SWD.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Science Mastery ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Year 1 (2026–27): Move at least 35 students from "Fail/Basic" (147 count) into "Proficient", driving the percentage of basic/below basic down by 24% and achieving a framework index of 92.00.	Year 2 (2027–28): Transition an additional 35 students to "Proficient" and produce at least 10 "Advanced" scores (up from 0), pushing the index to 93.50.	Year 3 (2028–29): Cap total Fail/Basic students below 80 and achieve a stable Science Performance index of 95.00+.
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Implement explicit, visual science vocabulary instruction integrated with inquiry-based laboratory tasks and multi-grade spiral review (6th, 7th, and 8th grade SOL standards). Co-teaching pairs will adapt lab concepts for EL and SPED students.		
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	Students will overcome academic vocabulary barriers that impede Science 8 test performance. Targeted support for the ELs and SPED students in Grade 8 science will eliminate disproportionate basic-tier clustering.		
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>	Division Science Supervisor, Building Principal, Science MCL, Science Department Chair.		

Team Members <i>(Who are responsible for doing the work?)</i>			Grade 7/8 Science Teachers, EL Co-Teachers, Special Education Teachers, Division Science Supervisor.			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Embed weekly explicit instruction of tier-2 and tier-3 scientific terms using the vocabulary in context for 7 th science.	Science Department Chair and Science MCL	September 2026 - May 2027	Bi-weekly PLC vocabulary assessment reviews	80%+ mastery on common formative vocabulary assessments.		
Implement bi-weekly 10-question spiraled benchmarks covering 6 th , 7 th , and 8 th grade physical/life science concepts.	Science Teachers / Supervisor	Oct 2026 – April 2027	Monthly PLC data review of Performance Matters scores	Student progress logs show cumulative growth on spiraled items.		
Utilize double-block intervention periods	Grade 8 Science Team	Oct 2026 – May 2027	Bi-weekly MTSS intervention logs	75%+ of remediation students pass		

to provide hands-on lab remediation for students scoring below 70% on unit tests.				re-take assessments.		
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Goal 4: English Learner Progress

3-Year Goal Statement:

Include the goal statement completed as part of the needs assessment process.

By the end of the 2028–2029 school year, the percentage of English Learner students meeting the state benchmark on the English Language Proficiency assessment (ACCESS) will increase from the baseline of 34% to 58%, reflecting three consecutive years of measurable growth.

School Performance and Support Framework Alignment

Select indicator that the goal addresses.

English Learner Progress ▾

Measurable Objectives

Define objectives that support accomplishing the goal.

Measurable Objective Year 1

Year 1 (2026–27): Increase EL progress from 34% to 58% by establishing EL data protocols in PLCs and deploying SIOP/sheltered strategies across core classes.

Measurable Objective Year 2

Year 2 (2027–28): Continue to maintain (58%) or increase EL progress through refined co-teaching structures and quarterly EL data check-ins.

Measurable Objective Year 3

Year 3 (2028–29): Maintain the state required EL progress at 58% or higher, sustaining full co-teaching and content-area scaffolding.

Evidence-Based Strategy

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

Teachers will participate in targeted professional development focused on Sheltered Instruction Observation Protocol (SIOP), language acquisition routines, and sentence-framing/vocabulary scaffolding for ELs. Co-teaching models pairing EL specialists with content teachers will be expanded in core subjects. PLC+ teams will analyze EL language growth data quarterly.

Implement the core SIOP components within Tier 1 instruction. .

Intended Outcomes

Describe how student outcomes will improve as a result implementing the evidence-based strategy.

EL students will receive language-rich instruction in core classes. Teachers will consistently write and execute daily Language Objectives alongside Content Objectives,

			reducing the "insufficient growth" deficit.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			Building Principal, Division EL Coordinator, DMMS Lead EL Teacher.			
Team Members <i>(Who are responsible for doing the work?)</i>			EL Teachers, Content Co-Teachers, Grade-Level MCLs, School Administrators.			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Universal Language Objectives: Require and train all core content teachers to display and measure daily Language Objectives aligned to WIDA descriptors.	Division EL Coordinator / Principal	Aug 2026 – May 2027	Monthly admin walkthroughs in Kickup	100% of core classrooms feature visible, aligned Language Objectives.		
Co-Teaching Refinement: Conduct bi-weekly co-planning sessions between EL specialists and	Lead EL Teacher / MCLs	Sept 2026 – May 2027	Monthly co-teaching walkthrough logs	Co-teaching fidelity scores improve on division rubric.		

core ELA/Science/Math teachers.						
Quarterly EL Progress Reviews: Hold quarterly data-review meetings with admin, EL staff, and content teachers to evaluate WIDA/ACCESS trajectories and adjust interventions.	Lead EL Teacher / Admin	Oct 2026, Jan 2027, April 2027	Quarterly PLC agendas & data protocols K-12 Summit data shared in PLCs	Data logs show targeted intervention adjustments for all qualifying ELs.		

Goal 5: Staff Development - Teacher Clarity and PLC

3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>	By June 2029, 100% of DMMS PLCs will operate at a high-functioning level as defined by the PLC+ framework, with 100% of classrooms demonstrating visible, student-facing Learning Intentions and Success Criteria logged in Kickup.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>	Staff Development ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Train all PLC facilitators in the four critical questions; conduct a minimum of 5 admin walkthroughs per week in Kickup; establish baseline Teacher Clarity visibility in at least 80% of observed classrooms.	At least 75% of DMMS PLCs demonstrate data-informed instructional adjustments in logs; Teacher Clarity observed in 90%+ of classrooms.	100% high-functioning PLC status and 100% classroom implementation of Teacher Clarity.
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>	Partner with Solution Tree for PLC+ coaching. Utilize Kickup walkthrough tools to track instructional clarity (d=0.85) and collective teacher efficacy (d=1.57). Embed AI planning tools to assist teachers in generating aligned success criteria.		
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>	Teachers will transition PLC time from administrative logistics to deep data analysis. Students will be able to articulate what they are learning and what success looks like in every class.		
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>	Building Principal, Assistant Principals, SQT Team		
Team Members <i>(Who are responsible for doing the work?)</i>	MCLs, TRTs, Department Chairs, PLC Facilitators.		

Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
PLC Non-Negotiables & Facilitator PD: Establish division PLC non-negotiables and train all DMMS department/team leads on Solution Tree PLC+ protocols.	SQT Team / MCLs/Admin	Aug 2026 – Sept 2026	Monthly admin PLC observations	100% of PLCs submit weekly agendas aligned to 4 critical questions.		
Kickup Clarity Walkthroughs: Administrators complete 5 weekly walkthroughs per admin focusing on learning intentions, success criteria, and student agency.	Building Administrators	Oct 2026 – May 2027	Monthly admin Kickup data reviews	Minimum 80% baseline compliance on clarity look-fors.		
Quarterly Calibration Walks: Admin team conducts quarterly	C&I Team / Administrators	Oct 2026, Jan 2027, March 2027	Debrief notes & inter-rater	Increased feedback consistency across all		

joint calibration walks with division C&I staff to align walkthrough feedback and inter-rater reliability.			consistency metrics	department teams.		
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Goal 6: Specially Designed Instruction				
3-Year Goal Statement: <i>Include the goal statement completed as part of the needs assessment process.</i>		By the end of the 2028–29 school year, 100% of the classroom observations conducted for special education teachers will show evidence of specially designed instruction aligned with each student’s IEP goals, as evidenced by the teacher’s data collection and the observed instruction.		
School Performance and Support Framework Alignment <i>Select indicator that the goal addresses.</i>		Reading Mastery ▾ Math Mastery ▾ Science Mastery ▾		
Measurable Objectives <i>Define objectives that support accomplishing the goal.</i>		Measurable Objective Year 1 Train 100% of special education staff and administrators on the division SDI walkthrough look-fors and IEP-aligned data collection protocols. Establish baseline walkthrough data in Kickup, ensuring that at least 70% of observed special education classrooms demonstrate visible, IEP-aligned SDI and	Measurable Objective Year 2 At least 85% of classroom observations conducted for special education teachers will demonstrate evidence of SDI aligned with student IEP goals and routine data collection. 100% of co-taught and resource PLCs will utilize monthly IEP goal progress data to adjust Tier 2 and Tier 3 instructional groupings.	Measurable Objective Year 3 100% of classroom observations conducted for special education teachers will show consistent, high-fidelity evidence of specially designed instruction aligned with IEP goals. IEP goal mastery tracking and observed SDI implementation will be documented as sustainable school-wide norms.

			active data collection by May 2027.			
Evidence-Based Strategy <i>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</i>			Implement High-Leverage Practices (HLPs) in Special Education —specifically focusing on explicit instruction (HLP 16), flexible grouping (HLP 17), and systematic progress monitoring (HLP 20). Administrators will utilize a specialized Kickup walkthrough tool calibrated to SDI look-fors, paired with quarterly administrative calibration walks and monthly PLC data checks.			
Intended Outcomes <i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>			Special education teachers and general education co-teachers will consistently deliver targeted, scaffolded instruction tailored to individual IEP goals. Systematic progress monitoring will give teachers real-time data to adjust instruction, leading to accelerated reading and math growth and directly addressing DMMS's TSI identification for Students with Disabilities.			
Lead person <i>(Who is responsible for ensuring the work gets done?)</i>			Building Principal, Assistant Principals, CAO Staff			
Team Members <i>(Who are responsible for doing the work?)</i>			Special Education Department Chair, Special Education Teachers and TAs, General Education Teachers/TAs			
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
SDI & Data Collection Professional Development: Train all special education teachers, co-teachers, and TAs on delivering Specially Designed	SPED Dept Chair / Division SPED Supervisor	Aug 2026 – Sept 2026	Monthly SPED department meetings	100% of SPED staff complete training; standardized IEP goal tracking logs distributed and utilized.	PD materials & training resources	Division / Local

Instruction (SDI) and implementing standardized weekly IEP goal data collection sheets/digital logs.						
Finalize Kickup SDI Walkthrough Tool: Develop and communicate a standardized SDI observation rubric in Kickup, defining clear look-fors for explicit instruction, accommodations, and IEP goal alignment.	Building Admin / CAO Staff	Aug 2026 – Oct 2026	Admin team meeting debrief	Walkthrough tool finalized in Kickup and shared with all instructional staff.	Kickup platform cost	Division Funds
Bi-Weekly SDI Observations: Administrators execute bi-weekly observations of special education and co-taught classrooms using the Kickup SDI tool, logging actionable feedback for teachers.	Building Administrators	Oct 2026 – May 2027	Monthly admin Kickup walkthrough reviews	Observation logs show at least 70% of visits meet SDI look-fors by May 2027.	Kickup platform cost	Division Funds
IEP Goal PLC Data Reviews: Special education case managers meet monthly during dedicated PLC time to review student IEP data logs, analyze progress trends, and adjust instructional groupings.	SPED Dept Chair / MCLs	Sept 2026 – May 2027	Quarterly IEP progress report audits	PLC agendas and artifacts document data-driven instructional adjustments for SWD roster.	None	N/A