



Overarching Goal

Increase student learning as shown by RISE proficiency levels and end of unit assessments in math, science and writing.

School Community Council and Staff Involvement in the TSSP

School Community Councils play an integral part in the development and monitoring of TSSP goals. Please briefly describe the participation of SCC members in the development process of this TSSP:

SCC members were invited to a one-day workshop on February 18th. Data was examined for math, science, social studies and English. From the data, rough goals were established. On March 13th the SCC met along with teacher representatives to refine the goals, action plans and expenditures.

Enter the dates where the SCC was involved with developing the TSSP

SCC Date 1:

02/18/2020

SCC Date 2:

03/11/2020

Enter the date when school staff was able to provide input for TSSP

Staff Date 1:

02/18/2020

Enter the date when assistant principals were able to provide input for TSSP (if applicable)

AP Date 1:

02/18/2020

Analysis Summary

Based on the 2018-2019 ELA RISE results, our school's overall proficiency rose by 1%. The 2 demographic subgroups that we have identified as needing more attention in order to close the achievement gap are our students who receive specialized instruction designated by an IEP and our English Language Learners.

Goal

During 2018-2019 RISE administration, 70% of students were proficient on the ELA RISE assessment. DPMS will increase overall proficiency in ELA from 70% to 71% on the 2019-2020 RISE by increasing the instructional focus on reading and analyzing informational text. In an effort to decrease the achievement gap for ELL students, ELA and social studies teachers will aim to increase each ELL student's RI score by 45 points by the end of the 2020-2021 school year. In an effort to decrease the achievement gap for Special Education students, ELA and social studies teachers will aim to increase each Special Education student's RI score by 25 points by the end of the 2020-2021 school year.

Is this also a Land Trust Goal?



Academic Areas

- Language Arts
- Reading
- Math
- Science
- Behavior
- Other

Action Plan Summary

1. As part of a school-wide focus on helping identify students who are not making expected progress, substitutes will be hired for a Grading/Team Data Analysis/Vertical Teaming/Peer Observation Days - 7 days per ELA and social studies teacher (\$6,000)
2. Hire 1 17-hour Classroom Teacher Aides to assist English Language Learners. (\$6,000)
3. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 6th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000)
4. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 7th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000)
5. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 8th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000)
6. SPED/ELL/504 Summer Transition Activity to review documentation, contact parents (\$1,000)
7. Literacy training for instructional aides (\$1,000)
8. Technology: 3 Chromebook labs with carts (\$51,600) to be paid by School Equipment, Replace 60 14-inch Chromebook computers \$400 apiece for three ELA teachers (\$24,000), 20 iPad Pros and 20 Apple Pencils (\$10,000)
9. Increase School Wide Focus on Literacy (\$2,000) through an incentive program run by our school librarian. Promote the program with posters and the school Facebook page. Media Center fines will be used to pay for

this program

Measurement

- DWSBA results for ELA and social studies (Fall, Winter, Spring)
- RISE ELA Assessment at the end of the year
- Reading Inventory (Fall, Winter, Spring)
- WIDA Access
- EWS Data w/ reading
- Common Formative Assessments (by grade level)

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

In an effort to bring awareness to the unique needs of every student on an IEP, we are continuing with our special education transition day where teachers, special education teachers, and administrators get together to discuss each child's needs and help prepare for the upcoming school year. We have also hired an instructional aide per team to assist social studies and science teachers with providing accommodations for students with IEPs.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

We have hired an instructional aide per team to assist English, math, social studies, and science teachers with providing accommodations for ELL students.

How and when will progress be communicated with stakeholders?

Stakeholders had an opportunity to be involved in the process of reviewing data, discussing the goals and means to support students in making academic progress, and approval from the SCC.

Budget

Expenditure	Cost	Description	Source
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Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$104,000.00	<ol style="list-style-type: none"> 1. As part of a school-wide focus on helping identify students who are not making expected progress, substitutes will be hired for a Grading/Team Data Analysis/Vertical Teaming/Peer Observation Days - 7 days per ELA and social studies teacher (\$6,000) 2. Hire 1 17-hour Classroom Teacher Aides to assist English Language Learners. (\$6,000) 3. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 6th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000) 4. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 7th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000) 5. Hire 3 28-hour Classroom Teacher Aides to assist students with IEPs access accommodations in 8th grade. Priority will be given to social studies and science classes but can be shared among the team. (\$30,000) 6. SPED/ELL/504 Summer Transition Activity to review documentation, contact parents (\$1,000) 7. Literacy training for instructional aides (\$1,000) 	Landtrust
Equipment and Technology 730	\$38,000.00	<ol style="list-style-type: none"> 1. Replace 60 14-inch Chromebook Computers \$400 apiece (Lee, Rigg, Dodds) (\$28,000) 2. 20 iPad Pros and 20 Apple Pencils for ELA and Social Studies teachers (\$10,000) 	Landtrust
Technology 731	\$51,600.00	<ol style="list-style-type: none"> 1. 3 Chromebook labs with carts (carts= \$1,200 x 3 = \$3,600) + (\$400 x 120 computers = 48,000) = \$51,600 	Other

Academic Goals

Analysis Summary

74% of our students are proficient in math while 26% are basic or below basic. This pattern is most common in our English language learners and special education students. We believe the problem is a result of the increased literacy skills necessary in math. A strategy for improvement is to increase scaffolding within the classroom.

Goal

During the 2018-2019 school year, 74% of DPMS students were proficient on the math RISE. Looking at the end of unit assessments by grade level, 6th grade was still low on ratios, expressions, and equations, 7th grade was low on geometry, specifically circles, 8th grade was low on geometry and linear relationships. By the end of 2020-2021 school year, 80% of students will be proficient on end of unit assessments and 74% of students will be proficient on the RISE assessment.

Is this also a Land Trust Goal?

No

Yes

Academic Areas

Language Arts

Reading

Math

Science

Behavior

Other

Action Plan Summary

1. Teachers will participate in data analysis days (\$3000)
2. Teachers will participate in professional development for annotating and scaffolding through precision partnering and small group instruction within the zone of proximal development in May and August 2020 (\$1000).
3. Teachers will participate in summer transition days to organize materials and prepare for the next school year (\$1500)
4. Supplies and materials will be purchased for math (\$3000)
5. Textbooks will be purchased for Open-up Resource Math (\$16000)
6. Technology will be purchased to support Open- up Resource Math (\$20000)

Measurement

An excel sheet will be placed on Google Docs. Teachers will input data from their unit assessments. Scores will be analyzed during Friday collaboration. Re-teaching will take place when necessary.

Teachers will take three data days per grade level to review progress towards the goals.

Teachers will complete peer observations to evaluate the implementation of strategies taught in PD.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

Each team will receive one 28-hour aide to provide additional support for students with disabilities and English language learners with priority given to necessary IEP/language accommodations.
 Supplemented materials will be used as more practice for English language learners and for students with disabilities.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Each team will receive one 28-hour aide to provide additional support for students with disabilities and English language learners with priority given to necessary IEP/language accommodations.
 Supplemented materials will be used as more practice for English language learners and for students with disabilities.

How and when will progress be communicated with stakeholders?

Data will be communicated twice a year, at the end of quarter two and quarter three, with the building leadership team and the SCC.

Budget				
Expenditure	Cost	Description	Source	
Salaries and Employee Benefits 100 and 200	\$7,500.00	1. Data Analysis Days: 9 teachers x 4 days (substitutes and/or stipend for after school prep hours) (\$5000) 2. Teachers will participate in professional development for annotating and scaffolding through precision partnering and small group instruction within the zone of proximal developing in May and August (\$1000) 3. Teachers will participate in summer transition days to organize materials and prepare for the next school year (\$1500)	Landtrust	
General Supplies 610	\$5,000.00	1. Supplies and materials for Open-Up Resource Math (\$5000)	Landtrust	
Textbooks 641	\$16,000.00	1. Textbooks will be purchased for Open-Up Resource Math (\$16000)	Landtrust	
Technology 731	\$15,000.00	1. Technology will be purchased to support Open-Up Resource Math (\$15000)	TSSP	

Academic Goals

Analysis Summary

In the 2018-2019 school year, 45% of the students scored highly proficient on the science RISE test, and 54% of all students scored lower than highly proficient on the science RISE assessment.

Goal

Overall, 5% of students will improve proficiency level on the 2019-2020 Science RISE assessment.

Is this also a Land Trust Goal?

No

Yes

Academic Areas

Language Arts

Reading

Math

Science

Behavior

Other

Action Plan Summary

1. Data/Observation Day per quarter for each science teacher (9 teachers x 4 days) = 36 substitutes = \$3600.00
2. Flinn Advanced #MS1124 Microscopes for 8th grade teachers (2 per teacher) = \$3000
3. Aqua Sprouts Garden \$150.00 each for the Ecosystem Curriculum in 6th and 8th grades. (6 teachers) = \$900
4. General Supplies \$2500.00 per grade level = \$7500
5. Purchase 152 Dell 3400 Chromebooks, 14 ince = \$60,800.
6. Four Aver X42i Charging Carts \$1, 192.00 x 4 = \$ 4, 746.
7. 152 Dell Licensing Fees x 30 = \$4560.00
6. 9 Teacher Ipads with pens = \$4000
7. 6th grade Science Field Trip to the Aquarium = \$2500.00
8. 7th Grade Guest Speaker for Adaptation Unit = \$1000.00

Measurement

Student progress toward this academic goal will be measured using end-of-unit summative science assessments throughout the school year as a predictor for RISE proficiency.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

Teachers and teacher aides will scaffold for students with disabilities - including reteaching, small group instruction, explicit vocabulary instruction, sentence frames for structured classroom discussions and sentence frames and paragraph frames for writing.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Teachers will increase language production by providing sentence starters and paragraph frames for both structured classroom discussion and writing production. Language production will also be increased with explicit vocabulary instruction, using visual supports, and providing graphic organizers specific to vocabulary.

How and when will progress be communicated with stakeholders?

Progress will be communicated to all stakeholders using the Skyward and Canvas platforms following unit assessments. Progress will also be discussed during teacher collaboration. each Friday throughout the school year. Progress will also be shared with administration and the BLT using Google docs. In addition, the SCC will be informed by the principal.

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$4,600.00	1. Data/Observation Day per quarter for each science teacher (9 teachers x 4 days) = 36 substitutes	Landtrust
General Supplies 610	\$14,500.00	1. Flinn Advanced #MS1124 Microscopes for 8th grade teachers (2 per teacher) (\$4000) 2. Aqua Sprouts Garden \$150.00 each for the Ecosystem Curriculum in 6th and 8th grades. (6 teachers) (\$1000) 3. General Supplies \$2500.00 per grade level = \$9500	Landtrust
Technology 731	\$74,128.00	1. Purchase 152 Dell 2400 Chromebooks, 14 inch x \$400.00 = \$60,800. 2. Four Aver X42i Charging Carts \$1, 192.00 x 4 = \$ 4768. 3. 152 Dell Licensing Fees x 30 = \$4560.00 4. 9 Teacher Ipads with pens = \$4000	TSSP
Admission/Registration 569	\$3,500.00	1. 6th grade Science Field Trip to the Aquarium (\$2500) 2. 7th Grade Guest Speaker for Adaptation Unit (\$1000)	Landtrust

School Climate Goals

Analysis Summary

38% of students are receiving one or more F's this school year. This pattern is common among all grade levels. A strategy for improvement is providing a Secondary Mentor to support students who are at-risk of failing classes or dropping out .

Goal

In order to reduce failing grades and improve attendance with our most at-risk students, our Secondary Mentor will meet with up to fifty at-risk students identified by administration and counselors to reduce the number of Fs per quarter by 10% and improve attendance by 10% per quarter.

Is this also a Land Trust Goal?



Action Plan Summary

Our Secondary Mentor will create individualized plans for student success. These plans will include one or more of the following: check in/check out, trackers for homework completion, trackers for behavior, contracts and rewards for attendance.

Measurement

Quarter 1 grades and attendance will be used for baseline data. Progress will be monitored at the end of second quarter and the end of fourth quarter.

How and when will progress be communicated with stakeholders?

Progress will be communicated with the SCC and BLT twice a year - during second quarter and during third quarter.

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$42,000.00	Funds will be used to assist with the social-emotional needs of our students by providing a full-time intervention specialist to support students who are at-risk of failing classes or dropping out.	TSSP

Analysis Summary

Many students report feeling anxious or apprehensive about attending school. In an effort to provide meaningful opportunities for students to build relationships with other students and staff members and decrease averse feelings towards school, DPMS has started a Club Thursday after school program.

Goal

We will support students social and emotional health through specialized programs and additional personnel by increasing the number of students participating in additional social opportunities by 5% during the 2020-2021 school year.

Is this also a Land Trust Goal?



Action Plan Summary

1. After School Programs: Funds will be used to provide students with the opportunity to participate in faculty-led after school programs designed to promote school connectedness. The programs will serve as extracurricular activities for students who would like to pursue projects in subjects such as art, physical fitness, robotics, theater, FACS, CTE, and music. Funds will also be used to provide an after school enrichment opportunity for students in the DPMS theater and stage tech programs. Additionally the instrumental music teacher will be paid a stipend to run a before school jazz band program. Teachers participating in these programs will be paid their hourly rate. (\$10,000)

2. Hire a 17-hour lunch aide to assist with lunch activities. (\$6000)

2. Student Recognition: Funds will be used to provide additional funding for student recognition programs, such as Vikings with Courage, Viking Scholar, Viking Express, individual team stores, and other school-wide PBIS programs. (\$12000)

3. Field trips: Funds will be used to pay for transportation for field trips for all three grade levels. (\$10,000)

4. Field trips: Funds will be used to pay for entry fees and pay guest speakers. (\$5000)

Measurement

We will grow the program by at least 5% per year. We will track the number of students who sign up for Club Thursday during first semester and compare to baseline data.

How and when will progress be communicated with stakeholders?

We will inform the community weekly when our Club Thursday events are happening in an effort to encourage students to sign up. Progress will be communicated with stakeholders monthly first semester through the Counseling Update at the SCC meetings.

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$16,000.00	<p>1. After School Programs: Funds will be used to provide students with the opportunity to participate in faculty-led after school programs designed to promote school connectedness. The programs will serve as extracurricular activities for students who would like to pursue projects in subjects such as art, physical fitness, robotics, theater, FACS, CTE, and music.</p> <p>2. Funds will also be used to provide an after school enrichment opportunity for students in the DPMS theater, stage tech, and writing programs. Additionally the instrumental music teacher will be paid a stipend to run a before school jazz band program. Teachers participating in these programs will be paid their hourly rate.</p> <p>3. Hire a 17-hour lunch aide to assist with lunch activities. (\$6000)</p>	TSSP
General Supplies 610	\$12,000.00	Student Recognition: Funds will be used to provide additional funding for student recognition programs, such as Vikings with Courage, Viking Scholar, Viking Express, individual team stores, and other school-wide PBIS programs. We are going to purchase additional materials to help with the 6th grade transition and distribute them through the counseling center or 6th grade orientation.	TSSP
Transportation, buses 599	\$10,000.00	Field trips: Funds will be used to pay for transportation for field trips for all three grade levels.	TSSP
Admission/Registration 569	\$5,000.00	Field trips: Funds will be used to pay for entry fees and pay guest speakers.	TSSP

Summary of Expenditures for all Goals

Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
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Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
▼ Academic Items:3	<p>During 2018-2019 RISE administration, 70% of students were proficient on the ELA RISE assessment. DPMS will increase overall proficiency in ELA from 70% to 71% on the 2019-2020 RISE by increasing the instructional focus on reading and analyzing informational text. In an effort to decrease the achievement gap for ELL students, ELA and social studies teachers will aim to increase each ELL student's RI score by 45 points by the end of the 2020-2021 school year. In an effort to decrease the achievement gap for Special Education students, ELA and social studies teachers will aim to increase each Special Education student's RI score by 25 points by the end of the 2020-2021 school year.</p>	\$142,000	\$0	\$51,600	\$193,600
▼ Academic Items:4	<p>During the 2018-2019 school year, 74% of DPMS students were proficient on the math RISE. Looking at the end of unit assessments by grade level, 6th grade was still low on ratios, expressions, and equations, 7th grade was low on geometry, specifically circles, 8th grade was low on geometry and linear relationships. By the end of 2020-2021 school year, 80% of students will be proficient on end of unit assessments and 74% of students will be proficient on the RISE assessment.</p>	\$28,500	\$15,000	\$0	\$43,500

Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
▼ Academic Items:4	Overall, 5% of students will improve proficiency level on the 2019-2020 Science RISE assessment.	\$22,600	\$74,128	\$0	\$96,728
▼ School Climate Items:1	In order to reduce failing grades and improve attendance with our most at-risk students, our Secondary Mentor will meet with up to fifty at-risk students identified by administration and counselors to reduce the number of Fs per quarter by 10% and improve attendance by 10% per quarter.	\$0	\$42,000	\$0	\$42,000
▼ School Climate Items:4	We will support students social and emotional health through specialized programs and additional personnel by increasing the number of students participating in additional social opportunities by 5% during the 2020-2021 school year.	\$0	\$43,000	\$0	\$43,000
Total		\$193,100	\$174,128	\$51,600	\$418,828

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If the actual distribution is more than the estimated amount we will spend the additional funds on supplies, technology, contracted services and/or personnel.