



## Dorothy Hamm - School Action Plan - 2023-24 to 2025-26

### Principal: Ellen Smith

<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 65% to at least a 69%, reducing the gap 2% <b>Hispanic</b> - Increase pass rate from 68% to at least a 71%, reducing the gap 1% <b>EL</b> - Increase pass rate from 58% to at least a 65%, reducing the gap 5% <b>SWD</b> - Increase pass rate from 62% to at least a 66%, reducing the gap 2% <b>Econ Disadv.</b> - Increase pass rate from 65% to at least a 69%, reducing the gap 2%		
Strategic Plan Strategies			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will begin to use math workshop structures within each unit. * Every student will begin to meet regularly meet the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> * Collaborative planning including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<b>Tier 3</b> * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * Use very straight-forward, explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	



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<b>Strategic Plan Performance Objectives</b>		PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	YVM 2022 Survey - "Is there one adult in your school who checks in with you about how things are going at school?" 57% responded favorably; "How connected do you feel to other students in your school?" 55% responded favorably. Strength - student were given information about who to talk to (80% responded favorably) and knew strategies for coping with stress (58% responded favorably) SEL Screener - Spring, 2022 - self-efficacy - 58% favorable; emotion regulation - 48% favorable.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>		
<b>3 Year Performance Goal</b>				
By June 2026, at least 90% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.				
<b>Annual Performance Goals</b>				
<b>Annual Performance Goal Year 1 (2023-24)</b>	On the 2024 YVM survey, at least 70% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 80% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 90% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
<b>Strategic Plan Strategies</b>				
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.			
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.			
<b>Action Steps</b>				
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<b>Tier 1</b> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes twice a week of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12		Sept-June, Ongoing	Admin, All Staff	

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<b>Tier 2</b> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> *Intervention Counselor collaborates with Teams and Student Support team to determine students who may need additional services and provide these	Sept-June, Ongoing	Admin, All Staff	
<b>Professional Learning</b> 1) School leadership team will model 3 Signature SEL Practices structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<b>Results of Progress (End of Year)</b>	Spring 2024 & 2026 YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

<b>Goal #4</b>	<b>Engaged Workforce</b>		
<b>Strategic Plan Goal Area</b>	Engaged Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		

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<b>Annual Performance Goal Year 1 (2023-24)</b>	By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, APS staff will respond at the 80th percentile or better on staff engagement and climate as indicated by a school based survey
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, APS staff will respond at the 85th percentile or better on staff engagement and climate as indicated by the YVM Survey.

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	<del>S-EW-2-Develop integrated approaches that promote employee health and wellness.</del>
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-4-Develop integrated approaches that promote employee health and wellness.

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Refine systems to support teachers with behavior management and relationship building (RISE Expectations, Restorative Practices, Responsive Advisory, Phoenix Time/TA Implementation)			

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<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	Partnerships, Family Engagement: 82% responded favorably. Question Focus: How well do your child's teachers partner with you to support your child's learning? 39% responded favorably; How well do teachers and staff at your child's school communicate with you? 58% responded favorably on the 2022 YVM Survey.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 85% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 88% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026 at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Action 1 - Clear communication and engagement plan developed and shared with families and teachers	October - June	Principal, Grade Level Admin, Team Leaders,	



