



CONTINUOUS SCHOOL IMPROVEMENT

Scholar Performance Goal #1: Dutchtown Middle School will increase the percentage of scholars reading at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level (6th - 997L, 7th -1045L, 8th - 1097L) from 60.45% to 70%.

HCS Strategic Priority:

- *Unify Henry County around excellence in public education*
- *Strengthen our core business of scholar learning*
- *Ensure a high performing environment for all scholars*

HCS Core Beliefs and Commitments:

- **Core Belief 1-***We believe each scholar can learn at or above grade level and will have an equal opportunity to do so.*
Commitment-*Each scholar will learn at or above grade level and have an equal opportunity to do so.*
- **Core Belief 4-***We believe effective teachers and leaders produce excellent results.*
Commitment-*We will recruit, support, retain, and recognize results-driven teachers and leaders.*

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
(1) Implement a balanced literacy framework across all content areas to ensure scholars are utilizing a variety of reading and writing strategies	Identify 3 Reading Strategies and 3 Writing Strategies to be used consistently across all content areas at DMS; scholars using reading and writing strategies across the curriculum; reading and writing occurs in all classrooms school-wide.	Reading Strategies books and training (Seravello) Writing Strategies books and training (Seravello)	Weekly instructional plans; Departmental Short Term Action Plans; professional learning agendas and sign-in sheets; PL-to-classroom walkthroughs; curriculum planning docs; curriculum planning-to-classroom walkthroughs

<p>(2) Effectively implement strategies and resources to include System 44 and READ 180 in all Reading Support classes to address the needs of scholars reading below grade level.</p>	<p>Identify scholars needing targeted interventions using MAP data. Increase the number of scholars reading on grade level as measured by MAP, HMH Growth Measure and HMH Reading Inventories. Decrease the number of scholars needing remediation courses; utilize small group rotations to address the needs of scholars.</p>	<p>System 44 and READ 180 training for REP teachers.</p> <p>GRASP</p> <p>Team Walkthroughs/ Observations and debriefs</p>	<p>Admin walkthroughs and bi-weekly updates on scholar performance, provided by assigned teachers</p>
<p>(3) Utilize teacher-developed Tier II and Tier III vocabulary lists to scaffold scholars' understanding of vocabulary in context; vocabulary lists will be integrated into classroom instruction via vocabulary word-work activities, vocabulary choice boards, vocabulary assessments, and/or the use of mentor texts which explicitly include Tier II and/or Tier III vocabulary.</p>	<p>Increased ability to read for comprehension. Enhanced word knowledge and ability to use learned vocabulary terms precisely and in proper context; increased individual Lexile levels for each scholar.</p>	<p>Ongoing professional learning providing teachers in all content areas with effective vocabulary strategies that can be incorporated within their instruction; continued review of Tier II/III vocabulary term usage</p>	<p>Weekly lesson plans for outlined strategies and feedback; professional learning agendas and sign-in sheets, professional learning-to-classroom observation walkthroughs and feedback; Tier II/III vocabulary walls displayed in prevalent location within the classroom and accessed daily to support academic discussions</p>

Scholar Performance Goal #2: Achievement- Dutchtown Middle School will increase the percentage of scholars scoring proficient and above on the 2021 Georgia Milestones Assessments

- *In ELA 6 from 37.5% to 52.5%*
- *In ELA 7 from 34.8% to 50.0%*
- *In ELA 8 from 46.9% to 60%*
- *In Math 6 from 33.1% to 48.1%*
- *In Math 7 from 28.3% to 43%*
- *In Math 8 from 34% to 49%*
- *In Science 8 from 39.8% to 50%*

- *In Social Studies 8 from 29.6% to 40%.*

HCS Strategic Priority:

- *Unify Henry County around excellence in public education*
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- *Ensure a high performing environment for all scholars*

HCS Core Beliefs and Commitments:

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- **Core Belief 1**-*We believe each scholar can learn at or above grade level and will have an equal opportunity to do so.*
Commitment-*Each scholar will learn at or above grade level and have an equal opportunity to do so.*
- **Core Belief 2**-*We believe family and community involvement is critical to scholar success.*
Commitment-*We will foster connections for families and community to support scholar learning.*
- **Core Belief 3**-*We believe all learning environments should be supportive, safe, and secure.*
Commitment-*All school environments will be supportive, safe, and secure.*
- **Core Belief 4**-*We believe effective teachers and leaders produce excellent results.*
Commitment-*We will recruit, support, retain, and recognize results-driven teachers and leaders.*

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
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<p>(1) Use formal and informal observation structures to ensure all components of the HCS Balanced Instructional Model and Standards Based Classrooms are evident in each classroom.</p>	<p>To provide teachers with feedback/suggestions for instructional improvements; to model suggestions (as needed) and thereafter observe DMS instructional staff members effectively implementing the provided strategies</p>	<p>Walkthrough calibration training; observation look-fors, etc.</p>	<p>Calibration feedback; walkthrough feedback summaries compiled weekly and reviewed during Admin Team meetings</p>
<p>(2) Implement school-wide balanced assessment system and data analysis protocol to monitor learning, provide reengagement strategies, and guide instruction</p>	<p>Increased overall scholar achievement and content knowledge; impactful systemic assessment measures embedded school wide; enhanced instructional methods</p>	<p>Balanced assessment training; Backwards Design and effective assessment creation training; PL to assist teachers with making instructional adjustments based on data;</p>	<p>PL agendas and sign-in sheets; teacher perception surveys; gradebook usage reports; PL artifacts; data review following all school wide common assessments; PL-to-classroom observations</p>
<p>(3) Implement differentiated instruction, based on the five modalities, on a continual basis.</p>	<p>To equip teachers with the ability to employ differentiation in response to scholar performance data. As a result of meeting each scholar’s individual learning need(s), we expect improved academic performance across all content areas</p>	<p>Differentiated instruction Learning Modalities</p>	<p>DMS lesson plans; curriculum planning documents; PL-to-classroom observations; curriculum planning-to-classroom observations;</p>
<p>(4) All content teachers will work collaboratively to align tasks and assessments, monitor content pacing (HLP), ensure alignment to HTLS, and analyze assessment/task results to guide instruction. Teachers will also plan collaboratively to ensure effective Tier-1 researched based instructional strategies are consistently used to engage,</p>	<p>Increased overall scholar achievement and content knowledge; sharing of impactful instructional strategies; accurate and timely instructional adjustments; enhanced scholar achievement</p>	<p>Assignment to Assessment Protocol training</p>	<p>Collaborative planning agendas and sign-in sheets; weekly instructional plans; collaborative planning document and targeted feedback</p>

remediate, and to re-engage scholars during the school day.			
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CONTINUOUS SCHOOL IMPROVEMENT

<p>Scholar Performance Goal #3: DMS will maintain a 5 star climate rating by fostering an environment of belonging through stakeholder outreach and connectivity.</p>
<p>HCS Strategic Priority:</p> <ul style="list-style-type: none"> • <i>Unify Henry County around excellence in public education</i> • <i>Strengthen our core business of scholar learning</i> • <i>Ensure a high performing environment for all scholars</i>
<ul style="list-style-type: none"> • Core Belief 2-<i>We believe family and community involvement is critical to scholar success.</i> Commitment-<i>We will foster connections for families and community to support scholar learning.</i> • Core Belief 3-<i>We believe all learning environments should be supportive, safe, and secure.</i> Commitment-<i>All school environments will be supportive, safe, and secure.</i> • Core Belief 4-<i>We believe effective teachers and leaders produce excellent results.</i> Commitment-<i>We will recruit, support, retain, and recognize results-driven teachers and leaders.</i>

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
(1) DMS will conduct quarterly Parent University and/or Coffee & Conversation sessions with all DMS Parents.	To address the needs/concerns of parents at all grade levels, and to also offer useful resources and tips geared towards assisting scholars while at home	n/a	Parent University perception surveys; program agendas; Infinite Campus messages; school website post
(2) Weekly lesson plans/newsletters uploaded to the DMS webpage for parent access	To give parents a week-to-week update of classroom activities, upcoming assessments, and also a current content overview, with essential vocabulary terms	n/a	Weekly lesson plans/newsletters; school webpage lesson plan uploads

(3) Weekly office hours to increase teacher accessibility	Office hours provide scholars additional academic support time within the academic bell schedule, and also provide parents and scholars the opportunity to conference with teachers, as needed, during scheduled times	n/a	DMS Academic Bell Schedule; webpage postings
(4) Teacher/Scholar/Staff shoutouts, celebrations, and recognitions	DMS will ensure a high performing environment by consistently celebrating and recognizing the achievements and accomplishments of teachers, scholars, and staff on a routine basis;	n/a	School wide emails; DMS webpage and Facebook page; Infinite Campus messages; event agendas; school marquee
(5) Reestablish the DMS PTO and School Council	Foster opportunities for parents and members of the community to serve on school governance boards, and also serve as contributing members of committees designed to enhance the learning experience of scholars and build strong connections between parents, the community, and the school;	School Council training; PTO Board training	Meeting agendas; meeting minutes; Infinite Campus messages; parent perception surveys