



Dudley Middle School
2018-2019 School Improvement Plan



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Dudley Middle School
School Council Message

Dear School Committee Members,

*The members of the Dudley Middle School Council submit this School Improvement Plan as developed following the acceptance of the DCRSD Strategic Plan for 2018-2021. Goals have been aligned to assist the Dudley Middle School community in addressing the district-wide goals outlined in the Strategic Plan. We believe this document is an organized, focused, and inclusive plan to improve the quality of education we provide to our students. By working together, it is our hope to continue to propel our children to high levels of achievement and fulfill our mission of putting **“Students First.”***

Christopher Starczewski, Principal

Teacher Representatives

Sheryl Zablocki, Pat Seagrave,
Claudette Eagleton, Emily Racicot, and
Erin Mulcahy

Community Representatives

Deborah LaPlaca and Jean Tilly

Mrs. Jean Tilly, Co-Chair

Parent Representatives

Julianne Winans, Leah Adamuska,
Thalia McClay, and Kristen Mayotte

#DMSROCKS

Members of the DMS Community are:

Respectful

Optimistic

Civil

Kindhearted

Successful



2017-2018 Goal Update

Goal 1: Communications, Community Engagement and Partnerships

- To identify resources within the community for potential partnership opportunities
 - Harrington Health Services, You Inc, Big Brother Big Sisters, Nichols College, Webster Food Share, Backpack Brigade
- To promote and expand volunteerism between school and community
 - NJHS, Project 351, Student Council, G5 Genius Hour Projects
- To evaluate and expand communication tools
 - Instagram, Twitter, Facebook, Schoolbrains Notifications, Schoolbrains Community Portal, Remind 101

Goal 2: Climate, Culture and Civility

- To cultivate an environment committed to civility and respect where all staff and students are empowered to pursue their personal, academic, and professional goals.
 - Partnership with Harrington Health Services for in school counseling services for students with outside providers
 - Team building activities, both teacher and student led
- To create an inclusive environment which welcomes diversity, while preparing students for social responsibility and civic engagement.
 - Use of the Guidebook for Inclusive Practices with pilot group of teachers (Social-Emotional Learning)

Goal 3: Curriculum Instruction and Assessment

- To articulate a standards-based curriculum, using research-based instruction that cohesively provides all students the time and opportunity to fully develop skills and knowledge across grades K-12.
 - Curriculum Mapping of mathematics curriculum using Understanding By Design model
 - Student Learning Plans that focus on Essential Questions, Assessment Practices, Learning Activities, Differentiation Strategies
 - Grade 7 to 12 Writing Project
- To implement a comprehensive, highly effective system of interventions, support, and enrichment for students.
 - Student Support Team structure
 - Use of ACES for Academic, Social/Emotional, Behavioral general education student supports

- High School Tutoring Program in a Study Center model for drop in services
- Team autonomy for use of Advisory / Exploratory blocks for intervention / extensions / interest-based activities
- To focus on the systematic use of data to inform the development and implementation of differentiated instruction for all students, of all abilities
- To provide meaningful professional development opportunities that are highly likely to improve student and staff motivation and performance.
 - The District provided opportunities for teacher leaders to present on technology use for learning (Kahoot, Google Classroom, Plickers, etc)
 - Use of the technology from the PD experiences was evidenced throughout the year in many classrooms around the building.
- To develop a long-range technology plan, including a philosophy on incorporating technology into our learning processes.
 - The District developed a plan to upgrade the infrastructure and plans for procuring additional technology for classroom use.

Dudley-Charlton Regional Schools Strategic Plan Goals

Technological Literacy:

Goal 1: Students will be able to collaborate and communicate effectively using various digital tools.

Goal 2: Students will demonstrate personal responsibility and accountability when using technology.

Critical Thinking and Problem Solving:

Goal 1: Students will learn how to formulate concrete ideas from abstract concepts.

Goal 2: Students will be able to analyze “real-world” problems, then hypothesize and construct a plan to create a solution.

Empathy:

Goal 1: Students will consider the thoughts and feelings of another before speaking or acting.

Initiative, Self-Direction and Resiliency:

Goal 1: Students will build skills in initiative, self-direction, and resiliency to meet the needs of an ever changing world.

Effective Communication:

Goal 1: Communicate with both peers and adults, virtually and in person, showing a respectful openness to new ideas, but also maintaining the ability to uphold personal views. Students will be able to modify the mode of communication to what is most appropriate for various types of situations based on nuances including body language, tone and appearance.

Global Awareness:

Goal 1: Students will be able to articulate an in-depth knowledge and understanding of international issues.

Goal 2: Students will be able to express an appreciation of an ability to learn and work with people from diverse linguistic and cultural backgrounds.

Goal 3: Students will be exposed to foreign languages.

Goal 1 - Technological Literacy

Tasks / activities	Person(s) Responsible	Evidence of Completion / Impact on Students
<p>TL 1.4 The District will use technology to <i>build strong virtual partnerships for learning</i>, either across the district, state, country or globally.</p> <p>* Connect DMS and CMS staff via virtual meeting at least twice during the school year.</p>	<p>Principal Team Leaders Teachers</p>	<p>Evidence on consistency in expectations for grade level practices and learning expectations</p>
<p>TL 2.2 The use of Google Classroom will be expanded District-wide.</p> <p>* All interdisciplinary team classes will utilize Google Classrooms routinely for sharing information and assignments with students.</p>	<p>Teachers</p>	<p>Online learning platform Easy access to materials for class</p> <p>Increased opportunities for differentiation</p> <p>Less paper use</p> <p>Increased student engagement Online “learning portfolio” for all students</p>
<p>TL 2.3 Parent education opportunities will be provided regarding technology, including but not limited to, social media trends, “how to keep kids safe”, tools and websites for learning, etc.</p> <p>* Host one event for parents (streamed live & recorded) to address technology use and safety.</p>	<p>Assistant Principal Guidance Department Teachers</p>	<p>Parent awareness of current technology use (social media)</p> <p>Parents’ ability to navigate the Community Portal as well as use classroom applications for communications with teachers</p>

Goal 2 – Critical Thinking and Problem Solving

Tasks / activities	Person(s) Responsible	Evidence of Completion / Impact on Students
<p>CT/PS 1.1 The District will promote the use of a Project Based Learning Method to strengthen the use of higher-order, open-ended discussions and questioning in all subject areas.</p> <p>CT/PS 2.1</p> <p>* Mathematics and Science / Technology teachers will engage in a Task Development Team professional development designed to create and implement PBL tasks.</p> <p>* The Mathematics Curriculum Team will complete the curriculum mapping work using the Understanding by Design (UbD) format. This will serve as a model for other content areas undertaking the process of updating curriculum maps.</p>	<p>Mathematics and STEM Ambassador Teacher Task Development Team</p> <p>Principal Mathematics Curriculum Mapping Team</p>	<p>Performance Tasks (PBL) to be utilized in place of traditional instruction on specific topics in mathematics and science classes.</p> <p>Curriculum Map inputted into SchoolBrains Curriculum Mapping Software.</p>
<p>CT/PS 2.3 Financial Literacy, and “life skills” education will be expanded at the Middle Schools and High School for all students.</p> <p>* Introduce Financial Literacy to the Grade 6 Advisory Rotation with study skills, intervention, and DARE.</p>	<p>Title 1 Mathematics Teacher</p>	<p>Increased financial literacy amongst middle school students. Model units designed for expansion.</p>

Goal 3: Empathy / Initiative, Self-Direction and Resiliency

Tasks / activities	Person(s) Responsible	Evidence of Completion / Impact on Students
<p>E1.1 The District will focus on educating students about peers in “protected” civil rights categories.</p> <p>E1.2 “Everyone Matters” will be established as a district wide motto.</p> <p>* Student organizations (Be Better Club, NJHS, Student Council, etc.) will create and promote welcome displays and messages of inclusivity at appropriate developmental levels for all grades.</p>	<p>Principal Club Advisors</p>	<p>Welcome messages displayed and promoted in building and via social media.</p> <p>Celebrations and activities that perpetuate the messages of inclusivity.</p>
<p>ISR 1.1 Students will be provided with tools to help promote a growth mind-set that will assist them in seeing the importance of initiative and self-direction throughout their lives.</p> <p>ISR 1.3 All staff will develop and utilize routines to assist all students in grades 2-12 with self-management of assignments and deadlines, utilizing G-suite tools and/or written agendas throughout the year.</p> <p>* Provide opportunities for self-assessment around performance on assessments and projects as well as opportunities to improve based on the self-assessment and feedback.</p> <p>* Use G-Suite and student agendas for the short, mid, and long-term assignments and increase student autonomy with managing their work completion.</p>	<p>Teachers Guidance Counselors</p> <p>Teachers Instructional Assistants ACES Teacher</p>	<p>Retakes with specific criteria for completing them will enable students to maintain a focus on learning rather than “the grade”.</p> <p>Students will become more autonomous with self-management and work completion.</p>

Goal 4: Effective Communication / Global Awareness

Tasks / activities	Person(s) Responsible	Evidence of Completion / Impact on Students
<p>EC 1.2 Promote opportunities for students to work cooperatively with others through Project Based Learning; including specific communication expectations in classrooms.</p> <p>GA 1.1 Increased opportunities for learning about current events.</p> <p>* CNN10 and other media sources will be utilized as a catalyst for summary and discourse.</p> <p>* Examine opportunities for a middle school Speech Team to be introduced as a co-curricular program.</p>	<p>Social Studies Teachers</p> <p>Teachers</p>	<p>Informed citizens who can identify key issues and take a stand / defend perspectives on topics in the news.</p> <p>Develop an academic co-curricular team to expand skills in speaking skills potentially leading to a Debate Team.</p>