

## **Dickinson Middle School**

The following components describe our plan.

**HRS LEVEL 3 Work** - The move toward HRS level three next year will be the foundation of our school Improvement. Much work has been done on HRS 1 & 2 and we continue to use students, family, and staff data to improve. Our survey has indicated a few areas in HRS 1 & 2 we need to improve on in sub categories and work will be done in June to remedy these items. Next year we will be implementing a Personalized PD to meet the needs of staff across the school. We used survey data and academic data to develop these responses to needs.

**PROJECT/PROBLEM BASED EDUCATION** - Project/Problem Based Learning utilizes real life scenarios where students learn to solve novel real life problems. Students who are engaged in PrBL utilize basic skills, but also work at the higher echelon of Blooms Taxonomy. Our Title teachers have coinciding PLC time with our math teachers allowing them to plan and support students when working on PrBL.

**TECH INTEGRATION** - Staff in our building have begun moving toward more technology integration. We are now 1:1 across our entire school. Personalized learning theory is an idea that every student learns differently and thus should have different opportunities to learning experiences. This theory is grounded in educational philosophy and psychology research.

**STEM COMPONENT** - Our STEM program was developed knowing that many of the future careers our graduates will have are STEM oriented. In addition our STEM curriculum utilizes PrBL processes to ensure high levels of learning.

**TEAMING/PLC** - All core staff are part of a TEAM and PLC. Research has shown that middle schools that utilize a "Team" approach are more likely to meet the changing needs of our students. Research has also shown that the PLC is a very effective means of identifying the most important learning needs of students and effective means of interventions. Our Title Teachers are part of a math PLC.

**RTI** - We have developed a comprehensive RTI Process by working with the RTI at Work group. Principals have been trained in this process and the DMS Leadership team redesigned our RTI process this past spring.

We have developed interventions in both behavior and academics. Students whom show a need for intervention in math or reading will be identified through NWEA and NDSA scores, along with classroom grades. Students will then be placed at the appropriate level of needed intervention. Students identified for interventions will be monitored through grades and the NWEA short form on a set schedule (6 times per year). The Dickinson Middle School has planned a full continuum of services in order to meet the

needs of students with special needs. The range of services is designed in order that students receive services in the least restrictive environment.

CONTINUUM OF SERVICES - The continuum of services our SPED committee has developed utilizes an intervention program that regularly adjusts to learners needs. Students who have varying needs are provided services when needed versus placing a kid in an intervention and leaving him/her there. Essentially the schedule is aligned so students can move in and out of different interventions. Research has shown that students who enrolled in an intervention and are frequently monitored are more likely to move out of that intervention because of adjusted instruction.

PARENTAL AND COMMUNITY INVOLVEMENT - The brand at DMS is Growing Minds Building Community. DMS actively works to involve students in their child's education. We host open house for families, a Title I night, concerts and various activities. We communicate with families through newsletters, web pages, email, and through Schoology. In addition, our contracted parent coordinator through West Dakota Parent and Family Resource Center offers parenting classes, sessions geared to specific family needs, and maintains a library of books and videos for parents to borrow.