

# Dent Middle School



**Tamala M. Ashford, Principal**  
**2721 Decker Boulevard**  
**Columbia, SC 29206**



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## ASSURANCES FOR SCHOOL PLANS

### Act 135 Assurances

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK-3** The school/district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Academic Assistance, Grades 4-12** The school/district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
- Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

- X      **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
  
- X      **Developmentally Appropriate Curriculum for PreK-3** The school/district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
  
- X      **Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
  
- X      **Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
  
- X      **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

\_\_\_\_\_  
 Superintendent's Printed Name      Superintendent's Signature      Date  
 (For district and school plans)

\_\_\_\_\_  
 Principal's Printed Name      Principal's Signature      Date

# STAKEHOLDER INVOLVEMENT

The following persons were involved in the development of the five (5)-year strategic plan.

- 1. PRINCIPAL: TAMALA MURRILL ASHFORD
  
- 2. TEACHER: MARIANNE PREUDHOMME
  
- 3. PARENT/GUARDIAN: DANA YOW
  
- 4. COMMUNITY MEMBERS: SANDRA HAMLIN
  
- 5. SCHOOL IMPROVEMENT COUNCIL: STACEY WHITAKER
  
- 6. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	NAME
ASSISTANT PRINCIPAL	ANTHONY BROCKINGTON
ASSISTANT PRINCIPAL	JOSEPH CASEY
ASSISTANT PRINCIPAL	SHANITRA DEAS
ASSISTANT PRINCIPAL	THOMAS TEUBER
VICE CHAIRPERSON	FELICIA GRIER
PARENT TEACHER ORGANIZATION	ANDREA MCCALLUM

## STRATEGIC PLAN 2018- 2023

### MISSION:

Dent Middle School, in partnership with its students, families, and community, provides each student a comprehensive, quality education in a supportive environment by offering relevant, challenging learning experiences that prepare students to become responsible individuals and citizens.

### VISION:

Dent is a place where **POSITIVE RELATIONSHIPS** are evident, **PARTNERSHIPS** are maximized, and **ACADEMIC EXCELLENCE** is top priority for every student every day!

### CORE VALUES:

SHINE - **S**uccess from the start, **H**ave respect for all, **I**gnite your curiosity, **N**urture a safe and positive environment, **E**xercise good judgement

### BELIEFS:

We believe:

1. All people have worth, dignity, and uniqueness.
2. The diversity of our student population must be reflected in our staff, programs, and priorities.
3. All students have a right to a challenging education that comprises academics as well as the arts, health education, career planning, character education, and basic life and survival skills which encourages them to reach their full potential.
4. All students have a right to learn in a safe and nurturing environment that fosters individual and civic responsibility.
5. The students, parents, and community are a partnership vital to the educational success of Dent students.

### SCHOOL HIGHLIGHTS & ACCOMPLISHMENTS:

National Certified Magnet School by Magnet Schools of America 2017

America's Healthiest Schools 2016-2017, 2017-2018

Let's Move Active Schools National Award 2016-2017, 2017-2018

Palmetto's Finest Finalist, 2010

National Blue Ribbon, 1998

Palmetto's Finest, 1988, 1998

Gear Up Grant

Carolina Consortium for Enterprise Learning (Race to the Top) Grant

The Learning Collaborative Academic Magnet Program (TLC)

TWO Academies- Single Gender Magnet Program  
 Fine Arts and Media Enrichment Magnet Program (FAME)

**NEEDS ASSESSMENT DATA**

Provide the link to your school’s most recent School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=4002&s=072>

**Directions:** Provide additional school’s needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

**Formative Assessment Data**

**Measures of Academic Progress (MAP)**

Table 1 shows the percent of students who met their reading and math growth target for the 2014-2015 through 2016-2017 school years by subgroup.

**Table 1: Percent of Students (6-8) Who Met Their Growth Target on MAP by Subject and Subgroup**

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Mathematics</b>						
<b>All Students</b>	<b>1037</b>	<b>37.7%</b>	<b>1095</b>	<b>44.2%</b>	<b>1093</b>	<b>49.0%</b>
<b>Ethnicity</b>						
<b>American Indian or Alaskan Native</b>	<b>3</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>1</b>	<b>--</b>
<b>Asian</b>	<b>62</b>	<b>58.1%</b>	<b>78</b>	<b>69.2%</b>	<b>76</b>	<b>60.5%</b>
<b>Black or African American</b>	<b>601</b>	<b>31.9%</b>	<b>625</b>	<b>40.2%</b>	<b>627</b>	<b>41.8%</b>
<b>Hispanic or Latino</b>	<b>93</b>	<b>34.4%</b>	<b>111</b>	<b>36.0%</b>	<b>116</b>	<b>57.8%</b>



<b>Native Hawaiian or Other Pacific Islander</b>	<b>4</b>	<b>--</b>	<b>2</b>	<b>--</b>	<b>7</b>	<b>--</b>
<b>Two or More Races</b>	<b>31</b>	<b>45.2%</b>	<b>34</b>	<b>52.9%</b>	<b>29</b>	<b>51.7%</b>
<b>White</b>	<b>243</b>	<b>47.3%</b>	<b>242</b>	<b>49.2%</b>	<b>237</b>	<b>59.1%</b>
<b>Gender</b>						
<b>Female</b>	<b>545</b>	<b>33.4%</b>	<b>572</b>	<b>43.0%</b>	<b>567</b>	<b>46.0%</b>
<b>Male</b>	<b>492</b>	<b>42.5%</b>	<b>523</b>	<b>45.5%</b>	<b>526</b>	<b>52.3%</b>
<b>Reading</b>						
<b>All Students</b>	<b>1029</b>	<b>47.5%</b>	<b>1069</b>	<b>49.0%</b>	<b>1081</b>	<b>51.4%</b>
<b>Ethnicity</b>						
<b>American Indian or Alaskan Native</b>	<b>3</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>1</b>	<b>--</b>
<b>Asian</b>	<b>61</b>	<b>59.0%</b>	<b>78</b>	<b>53.8%</b>	<b>76</b>	<b>71.1%</b>
<b>Black or African American</b>	<b>596</b>	<b>43.0%</b>	<b>609</b>	<b>47.0%</b>	<b>618</b>	<b>48.7%</b>
<b>Hispanic or Latino</b>	<b>96</b>	<b>52.1%</b>	<b>107</b>	<b>47.7%</b>	<b>117</b>	<b>49.6%</b>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>4</b>	<b>--</b>	<b>2</b>	<b>--</b>	<b>7</b>	<b>--</b>
<b>Two or More Races</b>	<b>28</b>	<b>39.3%</b>	<b>34</b>	<b>55.9%</b>	<b>29</b>	<b>55.2%</b>
<b>White</b>	<b>241</b>	<b>56.0%</b>	<b>236</b>	<b>52.5%</b>	<b>233</b>	<b>52.4%</b>
<b>Gender</b>						
<b>Female</b>	<b>545</b>	<b>46.8%</b>	<b>555</b>	<b>49.0%</b>	<b>560</b>	<b>51.8%</b>
<b>Male</b>	<b>484</b>	<b>48.3%</b>	<b>514</b>	<b>49.0%</b>	<b>521</b>	<b>51.1%</b>

-- Data not reported for subgroups less than 10 students.

## South Carolina READY

Tables 2.1 and 2.2 show the percent of students in grades 6 through 8 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2015-2016 and 2016-2017 school years by subgroup.

**Table 2.1: Percent of (6-8) Students Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup**

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	1,198	42.5%	1,200	41.2%
Gender				
Male	581	38.7%	580	35.7%
Female	617	46.2%	620	46.5%
Ethnicity				
Hispanic or Latino	113	40.7%	132	32.6%
American Indian or Alaska Native	3	--	1	--
Asian	80	95.0%	76	93.4%
Black or African American	704	24.0%	704	24.1%
Native Hawaiian or Other Pacific Islander	3	--	7	--
White	258	75.2%	240	79.2%

<b>Two or more races</b>	<b>37</b>	<b>43.2%</b>	<b>40</b>	<b>47.5%</b>
<b>Disability</b>				
<b>Disabled</b>	<b>120</b>	<b>2.5%</b>	<b>119</b>	<b>4.2%</b>
<b>Not Disabled</b>	<b>1,078</b>	<b>47.0%</b>	<b>1,081</b>	<b>45.3%</b>
<b>Migrant Status</b>				
<b>Migrant</b>	<b>0</b>	<b>--</b>	<b>0</b>	<b>--</b>
<b>Non-Migrant</b>	<b>1,198</b>	<b>42.5%</b>	<b>1,200</b>	<b>41.2%</b>
<b>English Proficiency</b>				
<b>Limited English Proficient</b>	<b>95</b>	<b>46.4%</b>	<b>99</b>	<b>29.3%</b>
<b>Non-Limited English Proficient</b>	<b>1,103</b>	<b>42.2%</b>	<b>1,101</b>	<b>42.3%</b>
<b>Poverty</b>				
<b>Students in Poverty (SIP)</b>	<b>635</b>	<b>21.3%</b>	<b>670</b>	<b>20.2%</b>
<b>Non-Students in Poverty (SIP)</b>	<b>542</b>	<b>68.4%</b>	<b>529</b>	<b>68.0%</b>

-- Data not reported for subgroups less than 10 students.

**Table 2.2: Percent of Students (6-8) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup**

<b>Subgroup</b>	<b>2016</b>		<b>2017</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
<b>All Students</b>	<b>1,191</b>	<b>34.6%</b>	<b>1,200</b>	<b>35.2%</b>

<b>Gender</b>				
<b>Male</b>	<b>576</b>	<b>35.9%</b>	<b>581</b>	<b>33.9%</b>
<b>Female</b>	<b>615</b>	<b>33.3%</b>	<b>619</b>	<b>36.5%</b>
<b>Ethnicity</b>				
<b>Hispanic or Latino</b>	<b>107</b>	<b>31.8%</b>	<b>132</b>	<b>24.2%</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>--</b>	<b>1</b>	<b>--</b>
<b>Asian</b>	<b>80</b>	<b>83.8%</b>	<b>76</b>	<b>88.2%</b>
<b>Black or African American</b>	<b>702</b>	<b>16.8%</b>	<b>704</b>	<b>18.2%</b>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>3</b>	<b>--</b>	<b>7</b>	<b>--</b>
<b>White</b>	<b>259</b>	<b>67.2%</b>	<b>240</b>	<b>73.8%</b>
<b>Two or more races</b>	<b>37</b>	<b>32.4%</b>	<b>40</b>	<b>40.0%</b>
<b>Disability</b>				
<b>Disabled</b>	<b>119</b>	<b>1.7%</b>	<b>119</b>	<b>2.5%</b>
<b>Not Disabled</b>	<b>1,072</b>	<b>38.3%</b>	<b>1,081</b>	<b>38.8%</b>
<b>Migrant Status</b>				
<b>Migrant</b>	<b>0</b>	<b>--</b>	<b>0</b>	<b>--</b>
<b>Non-Migrant</b>	<b>1,191</b>	<b>34.6%</b>	<b>1,200</b>	<b>35.2%</b>
<b>English Proficiency</b>				

<b>Limited English Proficient</b>	<b>89</b>	<b>41.6%</b>	<b>99</b>	<b>22.2%</b>
<b>Non-Limited English Proficient</b>	<b>1,102</b>	<b>34.0%</b>	<b>1,101</b>	<b>36.4%</b>
<b>Poverty</b>				
<b>Students in Poverty (SIP)</b>	<b>627</b>	<b>13.9%</b>	<b>670</b>	<b>14.5%</b>
<b>Non-Students in Poverty (SIP)</b>	<b>542</b>	<b>59.8%</b>	<b>529</b>	<b>61.6%</b>

-- Data not reported for subgroups less than 10 students.

## SCPASS

**Table 3.1: Percent of Students (6-8) Who Met or Exceeded Expectations on SCPASS Science by Subgroup**

<b>Subgroup</b>	<b>2015</b>		<b>2016</b>		<b>2017</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
<b>All Students</b>	<b>1166</b>	<b>62.3%</b>	<b>1195</b>	<b>64.4%</b>	<b>1200</b>	<b>45.3%</b>
<b>Gender</b>						
<b>Male</b>	<b>555</b>	<b>62.4%</b>	<b>580</b>	<b>64.3%</b>	<b>580</b>	<b>45.8%</b>
<b>Female</b>	<b>602</b>	<b>62.6%</b>	<b>615</b>	<b>64.3%</b>	<b>620</b>	<b>44.9%</b>
<b>Ethnicity</b>						
<b>Hispanic or Latino</b>	<b>106</b>	<b>57.5%</b>	<b>113</b>	<b>63.7%</b>	<b>132</b>	<b>33.3%</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>1</b>	<b>--</b>
<b>Asian</b>	<b>64</b>	<b>98.5%</b>	<b>80</b>	<b>98.7%</b>	<b>76</b>	<b>94.7%</b>

<b>Black or African American</b>	<b>692</b>	<b>48.3%</b>	<b>700</b>	<b>51.0%</b>	<b>704</b>	<b>28.3%</b>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>4</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>7</b>	<b>--</b>
<b>White</b>	<b>253</b>	<b>91.7%</b>	<b>259</b>	<b>88.4%</b>	<b>240</b>	<b>84.2%</b>
<b>Two or more races</b>	<b>31</b>	<b>35.5%</b>	<b>37</b>	<b>64.9%</b>	<b>40</b>	<b>57.5%</b>
<b>Disability</b>						
<b>Disabled</b>	<b>80</b>	<b>13.7%</b>	<b>122</b>	<b>17.2%</b>	<b>118</b>	<b>4.3%</b>
<b>Not Disabled</b>	<b>1086</b>	<b>65.9%</b>	<b>1073</b>	<b>69.8%</b>	<b>1082</b>	<b>49.7%</b>
<b>English Proficiency</b>						
<b>Limited English Proficient</b>	<b>85</b>	<b>65.9%</b>	<b>96</b>	<b>60.4%</b>	<b>99</b>	<b>29.3%</b>
<b>Non-Limited English Proficient</b>	<b>1081</b>	<b>62.0%</b>	<b>1099</b>	<b>64.7%</b>	<b>1101</b>	<b>46.8%</b>
<b>Poverty</b>						
<b>Students in Poverty (SIP)</b>	<b>687</b>	<b>46.4%</b>	<b>636</b>	<b>45.8%</b>	<b>670</b>	<b>22.7%</b>
<b>Non-Students in Poverty (SIP)</b>	<b>472</b>	<b>85.8%</b>	<b>541</b>	<b>87.3%</b>	<b>529</b>	<b>74.1%</b>

-- Data not reported for subgroups less than 10 students.

Standards and Scale Changed for 2017

**Table 3.2: Percent of Students (6-8) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup**

<b>Subgroup</b>	<b>2015</b>		<b>2016</b>		<b>2017</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
<b>All Students</b>	<b>1167</b>	<b>68.9%</b>	<b>1191</b>	<b>65.0%</b>	<b>1199</b>	<b>61.9%</b>

<b>Gender</b>						
<b>Male</b>	<b>556</b>	<b>67.6%</b>	<b>577</b>	<b>62.7%</b>	<b>579</b>	<b>60.4%</b>
<b>Female</b>	<b>602</b>	<b>70.9%</b>	<b>614</b>	<b>67.1%</b>	<b>620</b>	<b>63.4%</b>
<b>Ethnicity</b>						
<b>Hispanic or Latino</b>	<b>104</b>	<b>73.0%</b>	<b>113</b>	<b>61.9%</b>	<b>132</b>	<b>60.6%</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>1</b>	<b>--</b>
<b>Asian</b>	<b>64</b>	<b>98.4%</b>	<b>80</b>	<b>98.7%</b>	<b>76</b>	<b>98.7%</b>
<b>Black or African American</b>	<b>692</b>	<b>56.8%</b>	<b>698</b>	<b>52.3%</b>	<b>703</b>	<b>47.6%</b>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>5</b>	<b>--</b>	<b>3</b>	<b>--</b>	<b>7</b>	<b>--</b>
<b>White</b>	<b>253</b>	<b>93.3%</b>	<b>257</b>	<b>90.3%</b>	<b>240</b>	<b>91.6%</b>
<b>Two or more races</b>	<b>32</b>	<b>31.3%</b>	<b>37</b>	<b>48.6%</b>	<b>40</b>	<b>62.5%</b>
<b>Disability</b>						
<b>Disabled</b>	<b>81</b>	<b>17.3%</b>	<b>122</b>	<b>21.3%</b>	<b>118</b>	<b>15.2%</b>
<b>Not Disabled</b>	<b>1086</b>	<b>72.7%</b>	<b>1069</b>	<b>70.0%</b>	<b>1081</b>	<b>67.1%</b>
<b>English Proficiency</b>						
<b>Limited English Proficient</b>	<b>84</b>	<b>76.2%</b>	<b>96</b>	<b>66.7%</b>	<b>99</b>	<b>57.6%</b>
<b>Non-Limited English Proficient</b>	<b>1083</b>	<b>68.4%</b>	<b>1095</b>	<b>64.8%</b>	<b>1100</b>	<b>62.3%</b>
<b>Poverty</b>						

<b>Students in Poverty (SIP)</b>	<b>688</b>	<b>55.8%</b>	<b>634</b>	<b>48.6%</b>	<b>669</b>	<b>44.4%</b>
<b>Non-Students in Poverty (SIP)</b>	<b>473</b>	<b>88.8%</b>	<b>539</b>	<b>85.2%</b>	<b>529</b>	<b>84.3%</b>

-- Data not reported for subgroups less than 10 students.

### School Climate

Table 4 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

**Table 4: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017**

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Satisfied with the Learning Environment</b>						
<b>Teacher</b>	<b>75</b>	<b>85.0%</b>	<b>49</b>	<b>83.7%</b>	<b>90</b>	<b>85.6%</b>
<b>Student</b>	<b>374</b>	<b>75.0%</b>	<b>256</b>	<b>76.9%</b>	<b>370</b>	<b>72.2%</b>
<b>Parent</b>	<b>135</b>	<b>91.0%</b>	<b>99</b>	<b>82.8%</b>	<b>98</b>	<b>85.8%</b>
<b>Satisfied with the Social and Physical Environment</b>						
<b>Teacher</b>	<b>75</b>	<b>90.0%</b>	<b>49</b>	<b>83.7%</b>	<b>90</b>	<b>87.8%</b>
<b>Student</b>	<b>374</b>	<b>70.0%</b>	<b>256</b>	<b>72.4%</b>	<b>370</b>	<b>73.6%</b>
<b>Parent</b>	<b>135</b>	<b>79.0%</b>	<b>99</b>	<b>80.2%</b>	<b>98</b>	<b>83.5%</b>
<b>Satisfied with the School-Home Relations</b>						
<b>Teacher</b>	<b>75</b>	<b>71.0%</b>	<b>49</b>	<b>81.7%</b>	<b>90</b>	<b>82.1%</b>



<b>Student</b>	<b>374</b>	<b>85.0%</b>	<b>256</b>	<b>83.6%</b>	<b>370</b>	<b>81.6%</b>
<b>Parent</b>	<b>135</b>	<b>67.0%</b>	<b>99</b>	<b>61.6%</b>	<b>98</b>	<b>81.7%</b>

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

### Directions:

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<b>Student Achievement, including sub-groups</b>
Early Childhood/Primary (PK-2):  N/A
Elementary School (3-5)  N/A

### Middle School (6-8):

Our aim at Dent Middle School is to provide quality teaching and learning in a place where positive relationships are evident, community partnerships are maximized and academic excellence is top priority for every student every day! The biggest challenge Dent Middle School faces is meeting the needs instructionally, socially, and emotionally of our richly diverse population. Every day and every student brings a new challenge, so our faculty and staff are well-equipped in the strategies needed to meet the ever changing and broad needs of our students and their families.

Over the last three years, our students' scores on the Measures of Academic Progress (MAP) test in reading have steadily improved; students are consistently reaching their growth targets in reading at a rate of 51% in the spring of 2017. On the SC Ready test, Dent Middle School students outperformed Richland Two's average in both ELA and Math; over 41% of students "Met or Exceeded" expectations in ELA versus a Richland Two district average of 37.5%; over 35% of students "Met or Exceeded" expectations in Math versus a Richland Two district average of 32.5%. On the SC PASS test in 2017, our students did not outperform the Richland Two district average in Social Studies, but 62% our students score "Met" or higher; in Science, Dent Middle School again outperformed the Richland Two district average with 45% our students scoring "Met" or higher versus 44% for the district.

Dent Middle School has many goals over the next three years. First and foremost, our actions will focus on items related to our mission and vision: Relationships. Our top priority will be to help faculty and students develop the skills necessary to grow purposeful relationships that will benefit teaching and learning at Dent Middle School. Our number one goal will be to make sure every student in the building feels there are caring adults and students around them.

Teaching and learning is at the core of education and at Dent Middle School, we will be on a continuous cycle of improving teaching and learning. Our biggest focus will be to increase performance in all grades in Mathematics on the SC READY exam. Many of our sub-groups are under-performing in this area as well and we will continue to focus primarily on our students of poverty in this area. In an effort to address these concerns, we are exploring the need for professional development and curriculum support documents in science and social studies. The African-American and Disabled subgroups are the lowest on all student achievement measures.

### High School (9-12):

### **Teacher/Administrator Quality**

As our nation continues to face a teacher shortage, Richland School District Two, and Dent Middle School are also feeling the effects. With this in mind, a continued goal will be to recruit and retain qualified personnel. A review of our most recent Report Card data reveals an increase in the percentage of teachers returning from the previous year, no change in the percentage of teachers with advanced degrees, and an increase in the percentage of teachers with continuing contracts. As teachers retire, relocate, and/or leave the profession, it is our goal to replace them with newer teachers with advanced degrees that will generally be on a continuing contract unless they are already within the district and transferring from another school within the district.

At Dent Middle School, continued emphasis will be placed on recruiting, retaining and providing professional development and training for our current staff such that we are able to ensure a highly qualified faculty/staff.

### **School Climate**

School climate is an important factor in ensuring the overall academic success of our students. The faculty and staff at Dent Middle School continue to analyze our report card as a means for improving our school climate for students, faculty and staff and community stakeholders.

An analysis of our Parent Survey data over a 3-year period reveals that while Dent Middle School continues to be above the district average on the following indicators: "I Am Satisfied With Home-School Relations At My Child's School"; "I Am Satisfied With The Learning Environment At My Child's School"; "I Am Satisfied With The Social And Physical Environment At My Child's School", results have varied from year to year with some years higher results than other years.

Further analysis of our Survey data from our students and teachers revealed similar results with Dent Middle School exhibiting averages above those for other district middle schools on "Working Conditions/Leadership", "Home- School Relations", "Instructional Focus", "Resources", "Physical Environment" and "Safety" for Teachers and "Home- School Relations"; "Learning Environment"; and "Social and Physical Environment" for Students.

Our students' satisfaction with the learning environment indicates a discrepancy between their responses from those of teachers and parents. Teachers and parents tend to be more satisfied with the learning environment than students. Historically, this has been the case with these survey results. Based on School Climate data, areas that need to be addressed are strategies to improve student discipline, health and safety for students and employees, and maintain and improve student attendance. Strong efforts have been made over the past few years to improve the relationships between and among all stakeholders. Dent Middle School is aware that there is a continuous need to work on our school climate such that all stakeholders can continue to feel a sense of overall pride and well-being in our school.

### **District Priorities**

Our school district continues to seek innovative initiatives to ensure that the needs of every student are met. Those initiatives that affect the middle school are AVID (Advancement Via Individual Determination), PBL (Project Based Learning), MMGW (Making Middle Grades Work) and most recently, our Middle School Success Task Force (MSSTF), designed for middle school principals along with small school-wide teams, working together with district level staff. The MSSTF has begun looking at issues unique to middle schools within our district as a means for combatting decreasing test scores and overall student survey results as it relates to “joy”, one of our district’s “Four Squares: Character, Learning, Community, Joy” for student success. The MSSTF has identified as priority goals, true teaming; professional learning communities; common planning periods; advisor/advisee periods, and teacher support and retention with an emphasis on promoting positive school cultures. During the 2016-2017 school year, each middle school principal, along with their administrative team was asked to select at least one priority for their school that they would focus on for the year. The Dent Middle School administrative team focused on the following areas: implementing with fidelity, Professional Learning Communities; ensuring that all students have an advisor/advisee period to include the addition of clubs at least once per month during the school day and teacher support and retention.

In effort to better prepare students for 21st century learning, Richland School District Two is a 1:1 School District. At Dent Middle School, all of our students are afforded the opportunity to utilize Chromebooks. Our school works to ensure ease of information dissemination between our students and teachers and therefore use one Learning Management System - Google Classroom.

Finally, Richland School District Two, along with the State Department of Education, has mandated that every school ensure compliance with the Read to Succeed Act. As part of the Read to Succeed Act, teachers must ensure proper endorsements on their certificates. Additionally, Richland School District Two, as well as Dent Middle School and every school within the district have developed a Reading Plan appropriate to the needs of the school. Dent Middle School will implement this plan in effort to improve students’ reading skills.

### **Gifted and Talented**

At Dent Middle School, 18% of our students are State Identified as Gifted & Talented. In addition to State Identification, students at Dent Middle School are able to enroll in Honors level courses based on district specific performance criteria as it relates to Measures of Academic Progress (MAP) scores, State Standardized Test Scores, proven academic performance in the subject/content area and/or teacher recommendation. In addition to students meeting district level criteria for placement into these classes, waivers are permitted at the middle school level; however, students must show academic potential before being permitted to waive into the course and all waivers require principal approval. Additionally, parents must sign off on the waiver and acknowledge that they are aware that their student does not meet all criteria for placement into the Honors level class. Dent Middle School also offers High School credit for the following subjects: Algebra I, Geometry, Spanish, Latin and Google Applications. In order for students to enroll in these courses, they must have taken the prerequisite courses to prepare them for placement into the class. Twenty-two percent of students, grades 7<sup>th</sup> and 8<sup>th</sup>, are enrolled in high school credit courses.

Being a diverse school and housing three magnet programs, we face unique challenges inherent to our status. One of our magnet programs, The Learning Collaborative, attracts the highest achieving students in Richland County School District Two and is considered an academic magnet. The Two Academies attracts students who would excel in single-gender classrooms. Our teachers in this magnet program use single-gender strategies that appeal to boys and girls; many would also consider the Two Academies to be academically rigorous but not necessarily an academic magnet. Our third magnet program, and available to all Dent Middle School students, is our Fine Arts and Media Enrichment program. Our traditional learning program has been branded as the Diamond Scholars Academy and houses our Honors and Grade-level students.

## LEARNING

Learning is the cornerstone on which all that we do at Dent Middle School is built. In our innovative learning environments, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL	
<p>Using baseline data obtained from 2017 MAP scores, Dent Middle will work to ensure students' academic success by increasing academic achievement in all areas as evidenced by State and District testing:</p> <p>2018 - 5% increase;            2019 - 7% increase;            2020 - 10% increase;            2021 - 12 % increase;            2022 - 15% increase</p>	
DMS Student Outcome/Strategy	Our students perform among the highest scorers in the nation on key measures of success and are adequately prepared for college and career with 21st century learning skills through the AVID framework.
DMS Staff Outcome/Strategy	Our staff participates in on-going, relevant focused professional learning experiences.
DMS Community Outcome/Strategy	Our staff collaborates with our partners to provide learning opportunities for community members.

DMS Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Use AVID, along with pacing guides and unit curriculum maps, and common assessments in all subject areas aligned with State Standards.	2018-2023	Administration Teachers	15,000 per year/ At Risk and Discretionary Budget	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor.	Walkthrough observations Lesson plans Assessment Reviews
Provide LLI curriculum for math interventions for students < 25%	2018-2023	Teachers RTI interventionist	\$10,000 At risk funds	Growth on Easy CBM data	Fall, winter and spring benchmark report

Provide Number Worlds for math interventions for students < 25%	2018-2023	RTI Interventionist	\$10,000 At risk funds	Growth on Easy CBM data	Fall, winter and spring benchmark reports
Provide afterschool and summer opportunities in ELA and Math	2018-2023	Administration Teachers	At Risk and Discretionary Budget	Increase in MAP scores	Attendance records Increase in MAP scores

<b>DMS Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Provide professional development in AVID, along with pacing guides and unit curriculum maps, and common assessments in all subject areas aligned with State Standards.	2018-2023	Administration TLC Teachers	15,000/At Risk & Discretionary Budget  5,000 per year/At Risk and Discretionary Budget	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor.	Alignment of document with standards and common assessments during summer planning.
Develop a yearly professional development calendar and plan based on best practices and research addressing the academic, behavioral and social/emotional needs of students and school community, which includes a survey of needs from the teachers.	2018-2023	Administration TLC Teachers	NA	Teacher survey results and measure of student data for growth.	Professional Development calendar to guide our work towards implementing best practices. Student MAP data
<b>DMS Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Provide curriculum workshops to inform parents and community	2018-2023	Teachers Coaches Administrators	Discretionary budget	Number of people who attend sessions	Sign in sheets Pictures Surveys
Provide tours and opportunities for families and community members to visit classrooms and mentor/work with students	2018-2023	DMS Families/PTO and SIC Community partners- USC	NA	Increase in positive community feedback  Increase in number of visitors and opportunities	Pictures of events and interactions between students/stakeholders  Community satisfaction surveys

**TALENT GOAL**

Dent Middle School will provide opportunities for continuous development of all partners to enhance pursuit of their passions.

<b>DMS Student Outcome</b>	Our students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion.
<b>DMS Staff Outcome</b>	Each employee identifies a passion and pursues that passion while working at Dent Middle School.
<b>DMS Community Outcome</b>	Community members share their gifts and talents with Dent Middle School students and employees.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Continue and create new clubs to allow student inquiry to pursue their passions.	2018-2023	Teachers/School Counselor Students	1,000 year/ Discretionary funds	Scheduled dates on calendar.	Create a student activities brochure and update it annually.
Involve community members and local middle and high schools in continued development of AVID for career and college ready and real world application	2018-2023	Teachers AVID Leaders	NA	Teachers will invite community members in regularly to share relevant college and career and real world applications	Create an annual timeline for all AVID events with a list of community partnership opportunities.



**CULTURE AND ENVIRONMENT GOAL**

Dent Middle School will maximize partnerships to support positive relationships that build upon our collective knowledge and expertise.

DMS Student Outcome	We will maintain a student centered environment that fosters collaboration and supports learning.
DMS Staff Outcome	Our staff create and maintain an environment that promotes collaboration and supports learning for students and all other partners including themselves.
DMS Community Outcome	Collaboration with our community partners expands and increases learning opportunities for students, staff, and community members.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Weekly Collaborative Curriculum Conversations with support personnel.	2018-2023	Principal Teachers Coaches/TLC	NA	Weekly team meetings and extended planning time with meeting notes.	Grade level notes, scheduled meeting dates
Establish relationships within the community to create opportunities for collaboration and planning.	2018-2023	Principal Teachers School Counselor	NA	AVID College and Career Days at DMS to showcase our local community and opportunities for higher education.	AVID College Day, Career Day, USC Community partners, Salute to Scholars Guest Speakers, Unit Specific Guest Speakers

## CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT GOAL	
Using baseline data obtained from 2017 discipline referrals, Dent Middle School will encourage our students to demonstrate a high level of ethical character within and outside of the DMS community as measured by a decrease in discipline referrals and suspensions: 2018 - 5% reduction 2019 - 10% reduction 2020 - 15% reduction 2021 - 20% reduction 2022 - 25% reduction	
DMS Student Outcome/Strategy	Our students excel in developing and applying "diamond standard behavior" through SHINE: Success from the start, Have respect for all, Ignite curiosity, Nurture a safe and positive environment, Exercise good judgement.
DMS Staff Outcome/Strategy	Our staff consistently strives to capture kids' hearts and serve as role models for students and one another.
DMS Community Outcome/Strategy	We work with our community partners to provide opportunities for students and staff to contribute to society.

DMS Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Provide 7 Mindsets curriculum to all students	2018-2023	Admin Team School Counselor Teachers	7,000 per year/At Risk funds	Reduction in discipline referrals	Lesson Plans Pictures Referral data
Provide monthly character education lessons through Enrichment.	2018-2023	School Counselor	NA	Increase in student confidence and positive prosocial behavior displayed towards others	Student surveys Referral data

Provide Positive Action - Tier 2 Curriculum through Behavior Academy	2018-2023	Principal School Counselor	NA	Fewer students referred to the Behavior IAT team	Schedule of Tier 2 groups Teacher surveys
Provide Monthly Character Lunch For each of the 7 Mindsets	2019-2023	Admin Team School Counselor Teachers	5,000 /per year Discretionary funds	Increase in student confidence and positive behavior displayed Reduction in negative behavior	Student surveys Referral data

<b>DMS Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Teacher developed handbook and practicing of the Diamond Standard and 7 Mindsets	2018-2023	Admin team All Staff	NA	Increase in student behavioral support by staff- measured by surveys  Increase in climate /culture survey with regards to behavioral support	Staff surveys Reduction in teacher behavior referrals
Implementation of B.E.S.T Model	2018-2023	Admin Team District Behavior Interventionist School Counselor Staff	NA	Increase in teacher understanding and ability to identify and manage students' inappropriate behaviors and promote prosocial behaviors	Staff surveys Reduction in teacher behavior referrals
Provide Professional Development in Culturally Relevant Practices	2018-2023	Admin Team B.E.S.T. Coordinator	5,000/per year At Risk funds	Increase in teacher cultural understanding with regards to behavior	Teacher surveys

<b>DMS Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Annual grade level service projects	2018-2023	Principal Teachers Students Counselor	NA	Implementation of service projects with community partners.	Pictures Letters from Community

### TALENT GOAL

Dent Middle School will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.

DMS Student Outcome	Our students serve as ambassadors for Dent Middle School, modeling the “SHINE” core values: Success from the start, Have respect for all, Ignite curiosity, Nurture a safe and Positive environment, and Exercise good judgement.
DMS Staff Outcome	Our staff demonstrates a commitment to the SHINE core values, models positive character traits and helps students develop those traits through our Capturing Kids Hearts method.
DMS Community Outcome	Our community provides a safe, secure and inviting place to live, which attracts and retains partners who are contributing members of society and positive role models for our students.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Maintain high achievement levels while exemplifying high standards of character.	2018-2023	Administration Teachers Student	TBD/Discretionary funds	Monthly character education lessons and conversations about expectations on field trips, assemblies, etc. , positive referrals	All students show positive character traits throughout the school day- demonstrating the Diamond Standard
Teacher developed handbook	2018-2023	Administration Teachers	\$500/Discretionary Funds	Annual review of teacher handbook.	All staff members adhere to guidelines established by the group.

School service project annually.	2018-2023	Administration Teachers Students	NA	Implementation of service projects with community partners.	All students will participate in a service learning project.
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**CULTURE AND ENVIRONMENT GOAL**

Dent Middle School will work to maintain a culture and environment that reinforces positive character traits.

<b>DMS Student Outcome</b>	From sixth to eighth grade, our students participate in character education through daily enrichment.
<b>DMS Staff Outcome</b>	Our staff participates in character education through the Capturing Kids Hearts program, building strong relationships and modeling positive behavior to students.
<b>DMS Community Outcome</b>	We partner with the community to provide opportunities for character education programs, and we recognize community members who model positive behavior for our students and staff.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Develop problem solving strategies to advocate for self and others – the Diamond Standard and 7 Mindsets. Restorative Practices.	2018-2023	School Counselor Administrators Teachers	500 per year/At Risk funds, Discretionary funds	Students practice strategies and are acknowledged with positive reinforcement	Character Lunch, monitor discipline referrals
Incorporate mindfulness lessons and strategies in guidance lessons and community meetings.	2018-2023	Counselor Administrators Teachers	500 per year/At Risk Funds, Discretionary funds	Students practice strategies.	Lesson plans for year
Continue Mentoring Programs for students, Career and College Day, AVID Day, etc. to connect students to positive role models in the community.	2018-2023	Counselor Administrators Teachers Parents Parent Educ.	1000 per year/Discretionary funds	Calendar with events scheduled	Calendar with events scheduled

## COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Dentsville community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT GOAL	
Dent Middle School will maximize opportunities for partners to collaborate and work together for the greater good.	
DMS Student Outcome	Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the Dentsville community.
DMS Staff Outcome	Our employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the school while bettering the community.
DMS Community Outcome	We have several mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose

Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Cultivate expectations for interactions with community members that represent school culture and expectations through the 7 Mindsets and the Diamond Standard.	2018-2023	Teachers Students Administration School Counselor	NA	Surveys/ Feedback	Community meetings to establish expectations.
Cultivate partnerships with community members that can support student's growth	2018-2023	Community Members Parents Teachers Students	NA	Community involvement	Stakeholders development of community opportunities

## TALENT GOAL

Dent Middle School will strive to identify and maximize the collective talent of our partners.

DMS Student Outcome	Students are given many opportunities to be a part of of clubs and programs which help them to identify their talents, grow their skills and showcase themselves within our community.
DMS Staff Outcome	Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
DMS Community Outcome	Community members share their gifts and talents with Dent Middle students and employees.

Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Provide opportunities for students to identify talents and share with community	2018-2023	Students Staff	\$500 per year/Discretionary funds	Calendar events	Calendar events
Faculty and Staff use Clubs as a vessel to share their talents with students	2018-2023	Faculty/Staff Students	\$500 per year incidental items/Discretionary funds	Showcase of Clubs	Calendar with events scheduled
Continue Mentoring Programs for students, Career and College Day, AVID Day, etc. to connect students with community members to share talents and gifts	2018-2023	Teachers Students Community members Parents	\$500 per year – transportation, incidental items/Discretionary funds	Calendar with events scheduled	Calendar with events scheduled



**CULTURE AND ENVIRONMENT GOAL**

Dent Middle School will promote collaboration among partners, building the collective knowledge and expertise of all stakeholders.

<b>DMS Student Outcome</b>	As stated in our Dent Middle School vision, we value and build a culture in which positive relationships are evident, and every student is valued and appreciated.
<b>DMS Staff Outcome</b>	Our Dent Middle School staff is highly qualified, and dedicated to Diamond Standard Instruction through the use of the district instructional model.
<b>DMS Community Outcome</b>	We maximize opportunities to bring the community together and lead the way in enhancing the Dentsville community.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Reinforce positive student character and leadership within our classrooms daily	2018-2023	Teachers Students Administrators	\$500 per year/Discretionary budget	Increase the number of positive recognitions for students (shout outs, class rewards, etc)	Discipline reports, PBIS rewards
Continue to develop a staff committed to the DMS mission and vision.	2018-2023	Staff Admin team	TBD per year for PD/At Risk, PD funds & Discretionary funds	All teachers seek training and implement curriculum based on best practices	Teacher surveys, Climate Surveys, PD surveys, Walkthroughs
Provide opportunities for students to share with community members their accomplishments	2018-2023	Staff Parents Community members	\$250 per year-transportation/ Discretionary funds	Showcase for student accomplishments and grade level community meetings, Social Media	Programs and photos of events

## JOY

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The Dent Middle School family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL	
DENT MIDDLE SCHOOL WILL CELEBRATE AND RECOGNIZE THE ACHIEVEMENT OF ALL PARTNERS.	
DMS Student Outcome	We celebrate and recognize our students for growth and achievements in academics, arts, athletics, and service.
DMS Staff Outcome	Our staff earn celebrations and recognition for demonstrating growth and excellence.
DMS Community Outcome	We honor community partners for sharing their gifts and talents.

Action Step	Timeline	Responsibility	Cost/Fundraising	Measure(s) of Progress	Accountability
Staff will reinforce 7 Mindsets and develop engaging lessons that foster student passion for learning.	2018-2023	Staff Admin Team	NA	Master Schedule Time, calendar dates for celebrations	Lesson plans, Quarterly Celebrations, Character Breakfast Calendar
Teachers and staff are recognized for exemplary effort and growth regularly	2018-2023	Teachers Administrators Students	\$500 per year – incentives/ Discretionary funds	Recognize faculty and staff regularly	Quarterly Celebrations, Weekly faculty meetings, weekly SMORE newsletter
Community support for teachers that assist in creating experiences outside of the realm of expertise of the teacher.	2018-2023	Community members Administrators Teachers	\$250 per year – light refreshments/ Discretionary budget	Showcase community members who have expertise to support student learning.	Photos of community members supporting student learning, monthly newsletter, SIC/PTO

**TALENT GOAL**

Dent Middle School consistently looks for ways to experience joy while learning and working.

DMS Student Outcome	Our students benefit from many opportunities to discover their passions and talents.
DMS Staff Outcome	Our staff participate in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
DMS Community Outcome	In joyful settings, we offer community members opportunities to share in the celebration, and offer their gifts and talents with Dent Middle School students and employees.

Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Develop staff development calendar to include social activities that all can enjoy.	2018-2023	Teachers Administrators	\$1000 per year /Discretionary funds	Develop staff development calendar to include social activities that all can enjoy.	Staff development events
Invite and include community members to support passion projects	2018-2023	Teachers Community members	NA	Invite and include community members to support passion projects	Community member participation in Passion projects

**CULTURE AND ENVIRONMENT GOAL**

Dent Middle will strive to have a joyful and productive environment for all partners.

DMS Student Outcome	We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning
DMS Staff Outcome	Our staff participates in regular social, motivational and inspirational activities.
DMS Community Outcome	We strive for opportunities to bring the community together.

<b>Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Develop different configurations of opportunities for students to engage in meaningful relationships, including Mentoring Programs	2018-2023	Staff Parents Community	NA	Varied offerings for participation to develop relationships outside of the homerooms	Documentation of opportunities
Develop activities that motivate and inspire teachers	2018-2023	Administration Staff Parents Community	\$500 per year/Discretionary funds	Dedicated time developed in professional development calendars	Documented evidence on events, SMORE weekly newsletter, Social Media
Community Night events at school and in the community (Chick-Fil-A night, other cultural celebrations)	2018-2023	Staff Parents Community PTO	NA	Calendar of events	Documented evidence of events, calendar of events developed in summer