**Dunedin Highland Middle School One Pager**

School Improvement Plan for 2022-2023

 The mission is Dunedin will close the achievement gap and open new learning opportunities to ensure that all our scholars are prepared for college and career success by providing a safe and **respectful** environment, inspiring **excellence**in educational practices and student achievement, and demonstrating **pride**in our school community.

**Areas of Focus:**

1. **Standard Alignment**

Standard task alignment for students. To ensure that the student engagement lessons are aligned too the standards that are being taught.

1. **Differentiation/Scaffolding of material**

Implementation of scaffolding and differentiation strategies in all classes to meet the needs of diverse learners. Strategies will consist of exposing students to higher level material to increase rigor in the classroom while also implementing classroom strategies to students who may need additional supports to achieve grade level material. All students will be exposed to their grade level material with the appropriate strategies implemented.

1. **Student engagement in complex task**

All students across all curriculums will engage in complex tasks which include grade level material while increasing rigor in all classrooms. Students will have opportunities collaborate with each other in the learning process.

**Evidence based Strategy:**

1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
2. Support staff to utilize data to group students to interact with content in manner which differentiates/scaffolds instruction to meet the needs of each student.
3. Strengthen staff ability to engage students in complex tasks.

**Action steps** will slightly vary in each department but will focus on strong PLC’s, Common Planning, and effective Professional Development.

**Professional Learning Description**

1. Teachers collaboratively plan for intentional learning targets and learning tasks.
2. Within PLC and/or common planning, teachers utilize student data to collaboratively plan differentiated learning opportunities that address student readiness, interest, and/or learning profiles.
3. Teachers participate in ongoing professional development focused on differentiation and student engagement of cognitively complex tasks.