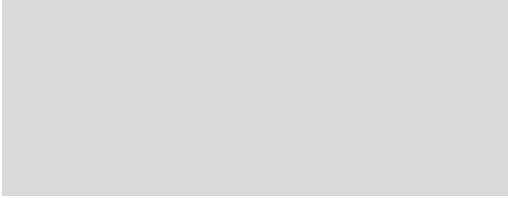


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Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2023-2024- SOL Black - Pass 60% (gap 25%) Hispanic - Pass 63% (gap 22%) EL - Pass 44% (gap 41%) SWD - Pass 48% (gap 37%) Econ. Disadv. - Pass 60% (gap 25%)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - Achievement Gaps - Math
3 Year Performance Goal			
By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 68% to at least a 71%, reducing the gap from 25% to 18% Hispanic - Increase pass rate from 63% to at least a 73%, reducing the gap from 22% to 16% EL - Increase pass rate from 44% to at least a 66%, reducing the gap from 41% to 23% SWD - Increase pass rate from 48% to at least a 68%, reducing the gap 37% to 21% Econ Disadv. - Increase pass rate from 60% to at least a 71%, reducing the gap 25% to 18%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 60% to at least 64%, reducing the gap from 25% to 23% Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 22% to 20% EL - Increase pass rate from 44% to at least 55%, reducing the gap from 41% to 32% SWD - Increase pass rate from 48% to at least 57%, reducing the gap 37% to 29% Econ. Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 25% to 23%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 20% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 20% to 18% EL - Increase pass rate from 55% to at least 62%, reducing the gap 32% to 26% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 30% to 24% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap 23% to 20%		

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Professional Learning: -Math Workshop Training and Support -Engagement strategies (Kagan, Accountable talk, Responsive Classroom) -Reasoning Routines -Provide opportunities for math teacher to observe other skilled teachers during classroom instruction	Sept - June, ongoing	Administrators, Math Coach	
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved		Strategic Plan Key Performance Indicators	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic

Goal #2	Reading - SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.

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Baseline Data

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School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) Teacher/CLT/Grade- -End of Unit Assessments -Writing performance task embedded in curriculum	Teacher/CLT/Grade- -End of Unit Assessments -Writing performance task embedded in curriculum	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th) CLT/Teacher -End of Unit Assessments -Writing performance task embedded in curriculum	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th) CLT/Teacher -End of Unit Assessments -Writing performance task embedded in curriculum
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Goal #3		Student Well-Being	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Spring 2024 YVM Student Well-Being: Student Social, Emotional & Mental Health - 58%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, at least 82 % of DHMS students will respond favorably on the survey category student social, emotional, and mental health.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 74% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 78% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 82% of DHMS students will respond favorably on the survey category student social, emotional, and mental health.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			

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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes twice a week of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project	Sept-June, Ongoing	Admin, All Staff	
Tier 3 *Intervention Counselor collaborates with Teams and Student Support team to determine students who may need additional services and provide these	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model 3 Signature SEL Practices structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Student Needs Assessment		SEL Survey	YVM



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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Clear communication and engagement plan developed and shared with families and teachers	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal and AP will monitor participation in activities quarterly
Action 2 - Grade Level Admin provide additional opportunities for families to engage around success and standards for middle school	October - June	Principal, Grade Level Admin, Team Leaders, Counselors	Principal will monitor by reviewing attendance at grade level events and check-in meetings with grade level admin
Action 3 - Teachers reach out via phone call to "meet" parents/guardian at beginning of the year. Teaching teams maintain and monitor a parent contact log	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal & AP's will periodically review staff Quarterly Contact Log reports - follow up actions to support students
Action 4 - Quarterly events planned and implemented that welcome families into the building to share learning experiences	October - June	Principal, Grade Level Admin, Team Leaders, Counselors, Teachers	Principal will monitor through check-in meetings with staff planning the events and attendance at these events

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Participation in Quarter 1 events	Mid-year survey to parents focused on communication and partnership	Participation in Quarter 2/3 events	End of Year survey to parents focused on communication and partnership

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Goal #6		Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success			
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.			
Baseline Data	2024 Indicator 5a data - 64% of students with IEPs were included 80% of the day	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By June 2027, at least 80% of students with IEPs will be included with their general education peers 80% of the day.				
Annual Performance Goals				
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 70% of students with IEPs will be included with their general education peers 80% of the day.			
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 75% of students with IEPs will be included with their general education peers 80% of the day.			
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 80% of students with IEPs will be included with their general education peers 80% of the day.			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	
*provide professional learning for teachers around inclusion and supporting students with disabilities in the gen ed setting;	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing PL schedule and ensuring opportunities are provided	

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<p>*Implement co-teaching agreements and support this partnership *Partner with feeder schools to ensure that staff and families of students with disabilities understand the goals and inclusion model.</p>	<p>Sept-June</p>	<p>Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services</p>	<p>Principal & AP will monitor by reviewing co-teaching agreements and ensuring plans are in place to meet with feeder schools</p>
<p>*Analyze student placement with sped department to determine students to move into co-taught sections; *IEP process - amend placement as IEP team approves;</p>	<p>October, November</p>	<p>Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services</p>	<p>LRE Indicator 5a status check at end of each quarter</p>

Progress Monitoring

<p align="center">Strategic Plan Measures To determine if goal was achieved</p>	<p>LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school</p>		