

Goal Setting

Priority: If DHMS expands the criteria to support Tier 1 interventions in both Math and Reading, then the all student groups and designated subgroups, Economically Disadvantage and English Learner, will show growth in ELA and Math.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	DHMS students identified as EL earned 20% proficiency in testing year 2022-2023 on PSSA ELA. There will be an increase in rate of proficiency to at least 25% of students earning proficient or advanced by end of the 2024-2025 School Year. DHMS students identified as ED earned 34.8% proficiency in testing year 2022-2023 on PSSA ELA. There will be an increase in rate of proficiency to at least 40% of students earning proficient or advanced by end of the 2024-2025 School Year.	ED/EL Goal for Literacy	By the end of November 2024, at least 30% of students identified as EL and ED will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in ELA.	By January 31st, 2025, 80% of students identified as EL/ED will meet or exceed their individual growth goals as measured by a change in their scores from the baseline to the future assessment using the NWEA MAP assessment from Fall 2024 to Winter 2025.	By the end of April 2025, students identified as EL and ED will show growth from their BOY lexile and or phonics inventory scores in the System 44/Read 180 programs. *This quarter's target varies from the other 3 due to no MAP test scores available at this time.	By June 2025, at least 33.8% of students identified as EL will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in ELA.
Mathematics	DHMS students identified as EL earned 10.7% proficiency in testing year 2022-2023 on PSSA Math. There will be an increase in rate of proficiency to at least 16% of students earning proficient or advanced by end of the 2024-2025 School Year. DHMS students identified as ED earned 10.5% proficiency in testing year 2022-2023 on PSSA Math. There will be an increase in rate of proficiency to at least 16% of students earning	ED/EL Goal for Math	By the end of November 2024, at least 30% of students identified as EL and ED will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in Math.	By January 31st, 2025, 80% of students identified as EL/ED will meet or exceed their individual growth goals as measured by a change in their scores from the baseline to the future assessment using the NWEA MAP assessment from Fall 2024 to Winter 2025.	By the end of April 2025, students identified as EL and ED will show growth from their BOY lexile and or phonics inventory scores in the IXL program. This quarter's target varies from the other 3 due to no MAP test scores available at this time.	By June 2025, at least 33.8% of students identified as EL will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in Math.

	proficient or advanced by end of the 2024-2025 School Year.					
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Priority: If the intentionally planned collaboration time and the digital resource platform expansion are implemented to continue supporting teachers, then, the EL designated student subgroup will show growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	The all student population at DHMS earned 42.4% proficiency in testing year 2021-2022 on PSSA ELA. There will be an increase in rate of proficiency to at least 55.0% of students earning proficient or advanced by end of the 2023-2024 School Year.	ELA Improvement of Instruction	By the end of November 2024, at least 50% of students will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in ELA.	By January 31st, 2025, 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline to the future assessment using the NWEA MAP assessment from Fall 2024 to Winter 2025	By the end of April 2025, students will show growth from their BOY lexile and/or phonics inventory scores in the System 44 or Read 180 program. Students not in System 44 or Read 180 will demonstrate proficiency in their ELA curriculum assessments. *This quarter's target varies from the other 3 due to no MAP test scores available at this time.	By June 2025, at least 33.8% of students identified as EL will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in ELA.
Essential Practices 4: Foster Quality Professional Learning	The all student population at DHMS earned 13.9% proficiency in testing year 2021-2022 on PSSA Math. There will be an increase in rate of proficiency to at least 30% of students earning proficient or advanced by end of the 2023-2024 School Year.	Math Improvement of Instruction	By the end of November 2024, at least 50% of students will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in Math.	By January 31st, 2025, 80% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline to the future assessment using the NWEA MAP assessment from Fall 2024 to Winter 2025.	By the end of April 2025, students will show growth from their BOY benchmark scores in the IXL program. *This quarter's target varies from the other 3 due to no MAP test scores available at this time.	By June 2025, at least 33.8% of students identified as EL will earn proficient or advanced on the NWEA MAP as evidenced by earning a 61st percentile or higher score in Math.