DeSoto Independent School District

West Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

The mission of DeSoto ISD is to prepare each student academically and socially to be a problem solver and productive citizen for a 21st-century global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment has decreased for 2018-19 over prior years' enrollment. This is a slight increae over the past year, as a result of being a school of choice; International Male Leadership Magnet Academy. There was a small increase in Hispanic populations to 12%, but the gender breakdown is fairly equal. 84.56% of our students are African American, which is no significant change from prior years' enrollment.

We are over represented in special programs on our campus, as a result of being the only campus to house a life skills unit for middle school students. This creates a false inflation in our special programs population. We have continued to meet state requirements in all areas of testing for our special programs and procedural safeguards are in place to ensure that this does not change.

As a Title 1 campus, we have a high at-risk population. These students are economically disadvantaged and are at high risk for not completing high school. Staff demographics are 5% Hispanic, 93% African American, and 2% white.
Teacher to student ratios are higher than recommended for best practice. There are 28 core teachers to service over 750 students; averaging in class sizes in excess of a 24-to-1 ratio. This negatively effects student performance as a result of overcrowding, and limits the ability of teachers to provide strategic intervention by working individually with students.

Demographics Strengths

97% and above attendance rate
Extremely diverse in staffing
Performance of special programs population
Front desk translator

Student Achievement

Student Achievement Summary

Students achievement data is dis-aggregated by individual classes, subject area and grade level. Each teacher analyzes the TEKS which are both strengths and weaknesses for students. Further review of data is conducted with the students after they take benchmark and common assessment tests. This data is further dis-aggregated during department meetings after testing. Once this is broken down, it is posted on a data wall for each department/teacher to see. When the data is dis-aggregated by the various categories it makes it easier to determine the areas of strength and weakness for each group. Once this is done you can determine which groups are making progress by showing growth. In addition it makes it easier to determine which interventions are needed to encourage student achievement by those which are not being successful. Growth is evident with Common Assessment passing rates increasing among all grade levels.

Teachers regularly ask these four questions: What do I want my students to know and do? Where are my students? What evidence do I have to know that? What do I plan to do about it? In weekly PLC meetings, Teachers and Administrator are unpacking the TEKS and understanding specifically what students need to master. This allows for focus on building opportunities for students to demonstrate understanding in every instructional lesson prior to them leaving the classroom, including discussions and exit tickets. Additionally, students are benefiting from in class interventions as well as after school tutorials to help with student achievement.

When we look at the data as a whole, we are able to see which content areas are doing well and can be seen as strength on campus. Conversely, we can also see if one content area needs to have a change in approach or extra focus of resources to strengthen as needed. If we look even closer in a specific content area, it can help focus on concepts that present more of a challenge or students.

Student Achievement Strengths

Planned interventions with targeted students/specific TEKS which are problematic

Use of student portfolios

Evidence based and data driven instruction

Clear understanding of data interpretation by educating all faculty members

More comprehensive campus RTI model

Additional resources for tutorials

Additional staffing for SPED/Inclusion

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data
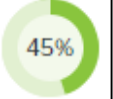- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: February 13, 2019

Goal 1: By May 2019, with full implementation of the DISD instructional framework in all subjects, the percent of students meeting standard in Reading, Math, Social Studies, and Science will increase by 3-5%% as measured by 6th , 7th, and 8th grade STAAR results.

Performance Objective 1: By April 10th, 2019, with full implementation of the DISD ELAR framework, the percent of students meeting standard in Reading will increase by 5% (57% to 62%) as measured by 6h , 7th, and 8th grade STAAR Reading results.

    Evaluation Data Source(s) 1: Benchmark scores, progress monitoring data sheets, past STAAR results.

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) ELA teacher will meet once a month during a common planning time to engage in learning protocols to share student work samples and discuss what teaching strategies are effectively increasing student reading comprehension	DWMS Staff DWMS Admin	Increase in both benchmark and STAAR scores.	30%	45%		
TEA Priorities Build a foundation of reading and math 2) ELA teacher will meet once a month during a common planning time to engage in learning protocols to share student work samples and discuss what teaching strategies are effectively increasing student reading comprehension	DWMS Staff DWMS Admin	Increase in student benchmark scores and STAAR assessment scores.	15%	30%		

TEA Priorities Build a foundation of reading and math 3) ELA teacher will meet once a week during a common planning time to engage in learning protocols to share student work samples and discuss what teaching strategies are effectively increasing student reading comprehension.	DWMS Admin	Increase in student benchmark scores and STAAR assessment scores.	20%	30%		

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: By May 2019, with full implementation of the DISD instructional framework in all subjects, the percent of students meeting standard in Reading, Math, Social Studies, and Science will increase by 3-5%% as measured by 6th , 7th, and 8th grade STAAR results.

Performance Objective 2: By April 9th 2019, the percent of students meeting standard in Math will increase by 4% (61%-65%) as measure by 6th, 7th, and 8th grade STAAR Math scores.

    Evaluation Data Source(s) 2: Benchmark scores, progress monitoring data sheets, past STAAR results.

    Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Math Night to promote Family Engagement in Critical Thinking, Problem Solving, Real World/Global Applications	DWMS Admin Team	Increase parent involvement Increase academic scores in Math	0%	0%		
TEA Priorities Build a foundation of reading and math 2) Teachers having monthly Learning protocol meetings to share CIT Tool used to assess students' understanding of a specific math strategy.	DWMS Admin Team	Increase student achievement on benchmarks and STAAR Math	30%	40%		
100% = Accomplished		➡ = Continue/Modify	0% = No Progress		✖ = Discontinue	

Goal 1: By May 2019, with full implementation of the DISD instructional framework in all subjects, the percent of students meeting standard in Reading, Math, Social Studies, and Science will increase by 3-5%% as measured by 6th , 7th, and 8th grade STAAR results.

Performance Objective 3: By May 15th, 2019, the percent of students meeting standard in Science will increase by 4% (41% to 45%) as measure by 8th grade STAAR Science.

Evaluation Data Source(s) 3: Benchmark scores, progress monitoring data sheets, past STAAR results.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Consistent implementation of the DISD Science framework using STEM Scope, including staff development as needed.	DWMS Admin	Increase scores on Science benchmarks and STAAR Science	10%	20%		
2) Science Night to promote Family Engagement in Critical Thinking, Problem Solving, Real World/Global Applications	DWMS Admin	Increase parent involvement and increase scores on Science STAAR	0%	0%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Improve school climate and establish a culture of high expectations and respect by intentionally implementing evidence-based strategies and making data-driven decisions to improve the quality of instruction.

Performance Objective 1: Ensure all students are in school and on time 97.5% of the time.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Incorporate school-wide attendance measure process and initiatives to promote and encourage student attendance. "Tardy Sweeps" "Attendance Celebrations"	DWMS Admin Team DWMS Staff	Attendance percentage is above district average	45%	50%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Improve school climate and establish a culture of high expectations and respect by intentionally implementing evidence-based strategies and making data-driven decisions to improve the quality of instruction.

Performance Objective 2: Establishing a campus-wide discipline management initiative to address student behaviors (PRIDE).

Evaluation Data Source(s) 2: Disciplinary referrals. Climate surveys.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective
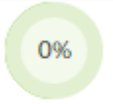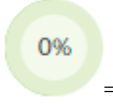
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Establish a set of protocols and procedures for communication with all stakeholders.	DWMS Admin Student Ambassadors Campus leadership team		25%	45%		
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue		

Goal 3: Create a partnership with parents and community to ensure the success of our campus through various parent and community involvement activities which will assist in fostering a safe learning environment for all students.

Performance Objective 1: By the end of the 2018-19 school year, the percentage of parental involvement in campus wide activities will increase by at least 10%.

Evaluation Data Source(s) 1: Parent sign in sheets as required by Title I guidelines.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

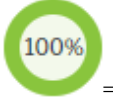| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Math & Science Nights to promote Family Engagement in Critical Thinking, Problem Solving, Real World/Global Applications. Increase in total number of PTA members. School wide partnership with Strong Fathers & Strong Families	DWMS Admin	Increase number of parent participation and involvement	0%	0%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 4: Establish highly effective policies, procedures, and protocols to ensure proper interventions are being provided to students that will increase academic achievement for Tier II, ELL, and SPED sub-populations.

Performance Objective 1: Ensure students receive appropriate accommodations and modifications daily, as measured by observations and student portfolios.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Ensure students receive appropriate accommodations and modifications daily, as measured by observations and student portfolios.		We can always improve in this area with student IEPS and building relationships.				
2) Creation of campus based monitoring system to ensure IEPs, 504s, and SIT accommodations, modifications, and intervention plans are being followed.	DMWS Admin SPED lead	Increase student achievement in closing performance gap in identified sub-populations	20%	40%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 4: Establish highly effective policies, procedures, and protocols to ensure proper interventions are being provided to students that will increase academic achievement for Tier II, ELL, and SPED sub-populations.

Performance Objective 2: Ensure tested subject areas strive to achieve 5 points above TEA's set targeted benchmark in all indexes/domains Student Achievement, Closing the Achievement Gap, and Student Growth: Math, Science, History, and Reading.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) Implementation of West Middle School STAAR Intervention Plan with fidelity.	DWMS Admin	Increase student achievement. Distinctions earned in: Closing Performance Gaps on overall campus STAAR report card.	0%	0%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 5: Maintain a highly trained staff that is provided needed professional development to address deficiencies and opportunities for professional growth to ensure continued student success.

Performance Objective 1: By the end of the 2018-19 school year, all teachers will have attended at least one professional development session outside of required district/campus professional development opportunities.

Evaluation Data Source(s) 1: Evidence as support by certificate of attendance or completion.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Increase anti-bullying awareness through teacher workshops, and counselor-to students guidance meetings.	DWMS Admin	Decrease number of bullying allegation reports.	0%	0%		
2) Provide professional development opportunities for teachers via Region 10 or other online .	Instructional coordinator Campus principal	Increase student achievement. Stronger foundation to address classroom management. Increased level of rigor in the classroom.	0%	0%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

State Compensatory

Budget for West Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
211116112014230	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$16,000.00
211116118024230	6118 Extra Duty Stipend - Locally Defined	$17,772.50
211136119464230	6119 Salaries or Wages - Teachers and Other Professional Personnel	$120,819.84
211136141464230	6141 Social Security/Medicare	$1,751.88
21136142464230	6142 Group Health and Life Insurance	$6,645.10
211136143464230	6143 Workers' Compensation	$604.10
2111361464230	6146 Teacher Retirement/TRS Care	$9,665.58
	6100 Subtotal:	**$173,259.00**
6200 Professional and Contracted Services		
211616299004230	6299 Miscellaneous Contracted Services	$3,600.00
	6200 Subtotal:	**$3,600.00**
6300 Supplies and Services		
211116329004230	6329 Reading Materials	$750.00
	6300 Subtotal:	**$750.00**
6400 Other Operating Costs		
211236499004230	6498 Athletic/PE Supplies - Locally Defined	$394.00
211236499004230	6499 Miscellaneous Operating Costs	$750.00
	6400 Subtotal:	**$1,144.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The DeSoto West Middle School Campus Needs Assessment CNS was initially developed on September 10th, 2018 (Fall semester) and revised January 7th, 2019 & February 13th, 2019 (Spring semester).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DeSoto West Middle School CIP was developed by the following committee members (Campus Education Improvement Committee):

Principal: Di Nardo "Dee" Bazile

Assistant Principal: Travis Anderson

Assistant Principal: Dr. Remelle Edwards

Teacher: David McDonald

Teacher: LaRissa Kelly

Teacher/Parent: Wendy Robinson

Teacher: Shannon Lee

Teacher: Charlotte Eason

Counselor: Federicka Jackson

Community Representative: Kavion McMillon

Parent: Saquinta Townsend

Non-Teaching Representative: Mr. Larnarvall Washington

The CIP was initially reviewed by CEIC in the month of December 2018 (Fall Semester) and recently updated on February 13th, 2019 (Spring Semester).

2.2: Regular monitoring and revision

The CIP was initially reviewed by CEIC in the month of December 2018 (Fall Semester) and recently updated on February 13th, 2019 (Spring Semester).

A copy of the DeSoto West Middle School CIP has been made available to parents, community members, staff, and all stakeholders via campus website.

Campus principal and West leadership team does a periodic review check to ensure all educational decisions are in alignment with CIP.

2.3: Available to parents and community in an understandable format and language

A copy of the DeSoto West Middle School CIP has been made available to parents, community members, staff, and all stakeholders via campus website. All communication to stakeholders in available in both English and Spanish upon request.

2.4: Opportunities for all children to meet State standards

All students at West Middle School are being provided opportunities to meet state standards. All students are offered quality Tier 1 instruction. Throughout the school day, students have opportunities to participate in small group instruction along with other research based strategies. Intervention practices are offered to students in need of Tier 2 and 3 attention. Students are also invited to participate in after school tutoring which addresses student's needs based on the most recent assessment data. West has also provided intense interventions via Super STAAR Saturday to address academic needs and concerns.

2.5: Increased learning time and well-rounded education

Students receive well-rounded education by participating in classes that consist of the required amount of instructional minutes assigned by the state, our district adopted curriculum and research based practices. Our students also utilize instructional technology that is designed to intervene or enhance learning. West Middle School has also purchased supplementary instructional resources to work with struggling readers and students who are in need of additional support services.

2.6: Address needs of all students, particularly at-risk

At risk students are identified by the PEIMS system. All Tier I students receive regular core instruction. All Tier 2 students receive interventions during the school day and are progress monitored via RTI student intervention process. ELAR teachers with an additional planning and learning period perform pull outs for students in need of remediation/intervention. Students participate in small group instruction and activities that target their specific needs. West has also provided a modified pull-out system during the critical months leading up to STAAR assessment that directly focuses on At-risk student sub populations.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Policy, Family Engagement subcompact has been posted on our campus website and made available to parents, staff, community members, and stakeholders in print upon request.

3.2: Offer flexible number of parent involvement meetings

WMS Calendar of Events

2018-2019

Date:	Event:	Time:
August 28, 2018	Goals Night	6:00 pm- TBD
September 7, 2018	Grandparents Day	9:00am - 10:00 am
October 25, 2018 & February 14, 2019	Early Release/Parent Conference/STAAR Info Night	6:00 pm - 7:00 pm
February 21, 2019	Motown Presents: Black History Program	7:00-9:00 pm
March 8, 2019	Bring Your Dad to School Day	TBD
March 11-15, 2019	Spring Break	TBD
March 21, 2019	Dad's Science Night	6:00-8:00 pm
March 27, 2019	Parent Informational Session Night	TBD
May 2, 2019	Dad's Math Night	6:00-8:00 pm

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	DiNardo Bazile	Principal
Administrator	Travis Anderson	Asst Principal
Administrator	Erika Dillard	Instructional Coordinator