

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 increase 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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

Goal 1: At least 90% of teachers are rated "proficient" or higher through the T-TESS rating system.

Performance Objective 1: At least 10% of teachers are "Distinguished" and/or "Accomplished" as measured by teacher evaluations through T-TESS.

Evaluation Data Source(s) 1: Significant progress made toward meeting Performance Objective

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) At least 10% of teachers are "Distinguished" and/or "Accomplished" as measured by teacher evaluations through T-TESS.						

Goal 2: 97.5% Attendance rate of students and faculty

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) Ensure all students are in school and on time 97.5% of the time.		We are between 96% to 97%. Greater student achievement.				

Goal 3: Increase indexes scores by 5 points above state target (Indexes/Domains 1, 2, and 3)

Performance Objective 1: 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) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 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.						

Goal 4: Increase the passing rate of ELL students by 75% on TELPAS; and increase the passing rate of SPED students by 50% on STAAR.

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.				

Goal 5: Increase the number of community and business partners from 3 to 5.

Performance Objective 1: Build partnerships with parents, the community, local colleges and universities.

College students and business partners working with middle school students in tutorial setting.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Build partnerships with parents, the community, local colleges and universities. College students and business partners working with middle school students in tutorial setting.		Walmart State Farm Mathnasium Proforma Vestige International				

Goal 6: Increase the active membership of PTA by 75% from 60 to 100.

Performance Objective 1: Continue to maintain and build campus PTA membership and engagement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Continue to maintain and build campus PTA membership and engagement.	Principal	60 members parents and teachers				
						

Goal 7: Maintain a positive, orderly, and safe learning climate that promotes and supports the district mission statement: To prepare each student to be academically and socially to be problem solver and productive citizens.

Performance Objective 1: Ensure that all students are exposed to a healthy school environment, by following nutritional guidelines and proper physical activity.

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 that all students are exposed to a healthy school environment, by following nutritional guidelines and proper physical activity.	Cafeteria staff Health classroom teacher P.E. teachers Coaches					

Goal 7: Maintain a positive, orderly, and safe learning climate that promotes and supports the district mission statement: To prepare each student to be academically and socially to be problem solver and productive citizens.

Performance Objective 2: No more than 10% of total population will be reported as discipline and conduct issues.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) No more than 10% of total population will be reported as discipline and conduct issues.	All staff members	Better school climate				

Goal 7: Maintain a positive, orderly, and safe learning climate that promotes and supports the district mission statement: To prepare each student to be academically and socially to be problem solver and productive citizens.

Performance Objective 3: Increase anti-bullying awareness through teacher workshops, and counselor-to students guidance meetings.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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.	Administrative team	Student awareness and self pride and positive school environment.				

State Compensatory

Budget for West Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Education Improvement Committee

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