

The School District of Desoto

Desoto Middle School



2018-19 School Improvement Plan

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Desoto Middle School

420 E GIBSON ST, Arcadia, FL 34266

<http://dms.desotoschools.com/>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

School Board Approval

This plan is pending approval by the Desoto County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of DeSoto Middle School is to provide all students a positive learning environment focused on building relationships, high levels of student engagement and setting high expectations with academic rigor.

Provide the school's vision statement

The vision of DeSoto Middle School is to provide a positive school culture that is student focused, promoting the development of the whole child and inspiring lifelong learners.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hirst, Ronald	Principal
Weems, Keith	Assistant Principal
Kisela, Leslie	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Roles:

Ron Hirst, Principal:

Responsible for building a positive school culture that promotes student engagement, stakeholder involvement, professional collaboration and delivering an instructional program that implements the State's adopted academic standards in a fashion that is rigorous and relevant. The principal will support all district initiatives and programs by creating student growth goals and progress monitoring these goals throughout the academic school year. The principal will support a multi-tiered system of support through setting high expectations, providing students opportunities for success and aligning resources that matches the needs of all students. The principal will also work to progress monitor all students developing measures and programs that will assist students to having success such as implementing the following: Refocus Team, Proactive mentor program and providing training for all staff on behavior management strategies and instructional best practices. The principal will create and collaborate with teacher leaders to promote shared making decisions, goal setting quarterly and to adjust school wide strategies, initiatives and programs throughout the school year.

Keith Weems, Assistant Principal

Mr. Weems is responsible for supporting the principal with implementation of a rigorous instruction program that focuses on providing support to teachers through reflective feedback, ongoing observations, coordinating professional development and building individual growth goals for each teacher. The assistant principal will promote collaboration with stakeholders, provide continuous communication with the community of learners and progress monitor student achievement data

quarterly. The assistant principal will support the leadership team by modeling appropriate professional behavior and set high expectations for all stakeholders.

Leslie Kisela, Dean

Ms. Kisela is responsible for supporting the principal through the implementation of positive school culture programs focused on proactive school discipline strategies, refocus team interventions and progress monitoring school discipline data and attendance. The dean lead the MTSS and RTI programs to ensure all students are provided the supports needed for successes. The dean will coordinate, schedule and lead behavior management strategies classes for teachers. Her leadership will also focus on continuous communication with stakeholders on the progress of school discipline data, school initiatives and promoting PBIS programs.

Team Leaders/Department Chairs

The team leaders are a collection of the schools department chairs who will support the leadership team by providing continuous communication with their departments, participate in the shared making process and promote school initiatives put into action by the leadership team. This collection of school leaders will also assist in setting student and school growth goals, give insight and feedback on the needs of students and teachers and assist in creating climate surveys for all stakeholders. Team leaders will also help team members as needed in best practices for teaching, planning and progress monitoring.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	73	53	59	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	108	86	87	0	0	0	0	281
Course failure in ELA or Math	0	0	0	0	0	0	10	9	1	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	162	182	188	0	0	0	0	532

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	86	84	80	0	0	0	0	250

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	6	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	23	253	289	0	0	0	0	565
One or more suspensions	0	0	0	0	0	0	31	50	96	0	0	0	0	177
Course failure in ELA or Math	0	0	0	0	0	0	55	21	44	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	154	127	203	0	0	0	0	484

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	214	328	363	0	0	0	0	905

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	23	253	289	0	0	0	0	565
One or more suspensions	0	0	0	0	0	0	31	50	96	0	0	0	0	177
Course failure in ELA or Math	0	0	0	0	0	0	55	21	44	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	154	127	203	0	0	0	0	484

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	214	328	363	0	0	0	0	905

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Desoto Middle School showed some gains in each school grade component. The lowest school grade component was the Science component with an achievement percentage of 29%. This percentage increased from the prior year by 7%. By subgroups we saw a significant decline among black students from the prior year as shown below:

Science: 17 18 Differential
White 26 36 +10
Black 19 9 -10
Hispanic 19 29 +10
SWD 6 13 +9

Which data component showed the greatest decline from prior year?

Each of the three data components showed growth from the prior year with Science increasing the most by percentage moving from a 22% to 29%.

Which data component had the biggest gap when compared to the state average?

The data component that DMS had the biggest gap was in Science with a 23 percentage point difference. In looking at all categories DMS struggled with ELA at 17% and Math at 21% below the state average.

Which data component showed the most improvement? Is this a trend?

The Science component showed the most significant gains with a 7% increase. More data is needed to understand if this is a trend as some of our subgroups showed significant gains but one subgroup showed a significant decrease between the years.

Describe the actions or changes that led to the improvement in this area

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	36%	53%	31%	31%	52%
ELA Learning Gains	50%	50%	54%	46%	46%	54%
ELA Lowest 25th Percentile	50%	50%	47%	38%	38%	44%
Math Achievement	37%	37%	58%	34%	34%	56%
Math Learning Gains	51%	51%	57%	59%	59%	57%
Math Lowest 25th Percentile	50%	50%	51%	55%	55%	50%
Science Achievement	29%	29%	52%	22%	22%	50%
Social Studies Achievement	47%	47%	72%	50%	50%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	73 (23)	53 (253)	59 (289)	185 (565)
One or more suspensions	108 (31)	86 (50)	87 (96)	281 (177)
Course failure in ELA or Math	10 (55)	9 (21)	1 (44)	20 (120)
Level 1 on statewide assessment	162 (154)	182 (127)	188 (203)	532 (484)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	43	54	51	42	56	55	36	53	72		
BLK	13	41	40	13	35	38	9	28			
HSP	35	48	53	38	50	53	29	46	80		
MUL	38	65		21	52		25				
SWD	17	38	37	17	45	45	13	31			
FRL	31	48	49	33	48	50	25	43	73		
ELL	5	38	51	14	36	45	4	18			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	36	51	44	36	63	61	26	58	67		
BLK	16	34	26	17	51	49	19	26			
HSP	29	45	37	36	58	52	19	49	70		
MUL	32	35		33	59			58			
SWD	7	36	32	12	50	44	6	22			
FRL	26	44	41	29	56	53	17	47	64		
ELL	13	37	45	16	51	56		29			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title School Discipline

Rationale

The adjustment to school discipline policies is need to protect instructional time lost to punitive punishment. This year we have used our district discipline matrix and added a variety of levels of support to be proactive along with adding a variety of alternative consequences to suspension. DeSoto Middle School had a combined 1492 days of in-school and out of school suspension. DMS has also had an average of 1337 days of suspension over a 4-year period.

Intended Outcome

Our goal is to provide classroom support with a variety of supports to include: mentor program, refocus team and the use of alternative consequences for minor disciplinary events. Our hope is to decrease our days of suspension by fifty percent in order to protect the instructional time that has been traditionally lost.

Point Person

Leslie Kisela (leslie.kisela@desotoschools.com)

Action Step

Our Dean will put into action our progression of our discipline support and progressions. Below are the actions steps we have put into place from preplanning week to present.

Description

1. School Discipline Progressions Developed by Administration Team: Students identified as struggling to engage or have discipline concern the teacher should keep anecdotal documentation, use best practices in the classroom, make parent contact, seek additional support from Dean, add interventions/strategies as recommended and then move to the progressive discipline phase.
2. Development of the Refocus Team: This a trained team of individuals that circulates the campus working with students in need and helping students stay in the instructional environment for support. This team consists of administrators and paraprofessional support.
3. Mentor Program: The administrative team has identified the students who struggled with behavior the prior year and have matched them a mentor who will meet with student on weekly basis setting goals, progress monitoring grades/discipline/attendance and be in regular contact with the parents or guardians about the students increased success.
4. Training: All staff were trained on the school discipline progressions during our preplanning breakout training sessions and exposed to our new support teams that will assist in supporting the instructional environment.

Person Responsible

Ronald Hirst (ronald.hirst@desotoschools.com)

Plan to Monitor Effectiveness

Description

The administrative team will progress monitor the school discipline offenses and discipline actions monthly. Using the data collected the team will adjust and modify to enhance our instructional environments by providing additional training in behavior management, instructional practices and with added coaching support to teachers by the administrative team.

Person Responsible

Ronald Hirst (ronald.hirst@desotoschools.com)

Activity #2	
Title	Instructional Planning and Feedback
Rationale	There is significant value with planning data driven instructional activities. The administrative team will be working with all teachers on improving instructional practices through reflective feedback, implementing professional development as needed and collaborative meetings that promote professional dialogue focused on student learning.
Intended Outcome	The outcome is to create a reflective mindset within the staff that is geared to using data to drive instruction and adjust to student needs. The focus with instructional planning will be to have a consistent structure across the campus with specific focuses on engaged learning activities, the use of data to adjust, the promotion of academic vocabulary in discussions and activities and to promote professional collaboration.
Point Person	Keith Weems (keith.weems@desotoschools.com)
Action Step	
Description	The focus on instructional planning was implemented with the following structures: * Summer Planning Meetings: Planning with collaborative team to teach staff on the best practices of instructional planning and new initiatives to support teachers with said skill sets. * Preplanning Breakout Session: Teacher led professional development on instructional planning, this training allowed teachers to understand, observe and discuss the instructional planning template and best practices for the 2018/2019 school year. * Reflective Feedback: Every two weeks teachers will receive feedback on their instructional planning via email or in person discussion by the administrative team. The focus will be to promote deeper thinking, project based learning activities, the infusion of academic vocabulary and engage learning activities related to team tasks.
Person Responsible	Ronald Hirst (ronald.hirst@desotoschools.com)
Plan to Monitor Effectiveness	
Description	The administrative team will keep teacher portfolios, communications via email and collaborative in person discussions to support all teachers.
Person Responsible	Ronald Hirst (ronald.hirst@desotoschools.com)

Activity #3

Title Student Achievement Enrichment

Rationale The DeSoto Middle School team will work to providing opportunities of enrichment and academic focus on remediation of basic skills through coordinated academic bootcamps. This plan will work in two parts so that students are exposed to a variety of strategies and skill development activities that promote student achievement.

Intended Outcome The intended goal is to improve proficiency levels among all subgroups by an increase of 10% in each content area.

Point Person Ronald Hirst (ronald.hirst@desotoschools.com)

Action Step

Description

1. The administrative team will develop a collaborative team to create an action plan for both an enrichment time and academic bootcamps.
2. This collaborative team will first focus on building enrichment time activities that target reading skill development and test-taking skills. The goal will allow for 20 minutes a school day to be designated for this plan of action to take place.
3. The coordination of the academic bootcamps will target 8th grade students identified as needing assistance is specific skill set areas after the data collection from the PSAT.
4. 8th grade students will be given the PSAT in October and that data will help the team to identifying students needing assistance.
5. In December, the team will take the PSAT data and develop academic bootcamps for the spring semester to assist students on skill set areas where they struggled.
6. The team will put into action the academic bootcamps.
7. The team will progress monitor the enrichment and academic bootcamp data through the STAR diagnostic testing data quarterly.

Person Responsible Ronald Hirst (ronald.hirst@desotoschools.com)

Plan to Monitor Effectiveness

Description The progress monitoring of each area will be done quarterly using the STAR diagnostic testing data.

Person Responsible Ronald Hirst (ronald.hirst@desotoschools.com)

Activity #4

Title	Instructional and Behavior Management Professional Development
Rationale	The professional development plan will be to conduct a variety of internal professional development opportunities for teachers throughout the 2018-2019 school year. The administrative team has identified areas of need for both instructional strategies and behavior management needs.
Intended Outcome	The desired outcome is to promote healthy professional learning opportunities that engage teachers in best practices both instructionally and with behavior management. In providing these opportunities we hope to decrease loses in instructional time and improve engagement in all classrooms.
Point Person	Keith Weems (keith.weems@desotoschools.com)

Action Step

Description	<ol style="list-style-type: none">1. Develop an action plan and create a schedule of professional development throughout the school year.2. Recruit and promote opportunities for professional development within the staff.3. Schedule professional development training in our newly designed "Lunch and Learn Classroom".4. Host professional development training's.5. Progress monitor these training's through surveys and classroom observations.
Person Responsible	Keith Weems (keith.weems@desotoschools.com)

Plan to Monitor Effectiveness

Description	Progress monitor the effectiveness of the professional development through staff surveys, diagnostic testing and classroom observations.
Person Responsible	Ronald Hirst (ronald.hirst@desotoschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school plans to build positive relationships with all stakeholders by hosting a variety of events, luncheons and informational sessions. The administrative team plans to implement the following activities during the 2018/2019 school year:

- * Stakeholder Surveys
- * SAC Meetings
- * Community Activities/Events to assist families in need
- * Parent Information Meetings/Breakout Sessions
- * 21st Century Before and After school program
- * PBIS Program focused on team-building

- * School Wide Activity Team Events
- * Middle School Extracurricular Activities Programs

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselors introduce themselves to each class at the beginning of the year. Students are provided with the methods of requesting help: guidance counselor request slips, bully reporting, witness reporting, schedule change requests, etc. Teachers are encouraged to send students who are visibly upset to guidance. Various mentor programs assist our students: Take Stock in Children, Check and Connect, Homeless and Migrant programs. Families can request food assistance from the All Faiths Food Bank backpack and Food Pantry program. Representatives from Student Services provide training to our staff in crisis recognition and suicide prevention.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Instructional coaches, guidance counselors, and staffing specialists from feeder elementary schools meet with their DMS counterparts to review data and records of incoming students to identify those needing additional supplemental instruction and those in need of advanced coursework. Open House is held before school starts to meet staff, see classrooms, ask questions, etc.

The same procedure is utilized with outgoing 8th graders. In addition to these steps, many 8th graders participate in advanced coursework and are enrolled in high school courses for credit.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Based Leadership Team:

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, progress monitoring, intervention support, and documentation. In addition the Team ensures adequate professional development to support Rtl implementation, and plans while communicating with parent and school advisory regarding the school-based Literacy plans and activities.

Instructional Coaches:

Develops, leads, coordinates and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation.

General Education Teachers (as needed):

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates

Tier materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) and ESOL Teachers:

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion.

Coordination of Supplemental Funds, Services and Programs

Title I, Part A

Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, and III funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.

Title I, Part C- Migrant

Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs.

Title I, Part D

Funds from this source are used to support instruction in DJJ facilities located in DeSoto, and to develop and implement a drop out prevention program for the district.

Title II

Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.

Title II Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.

Title III

Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

DeSoto Middle School is an AVID school. Our students are encouraged to research their career goals and the work needed to achieve those goals. Our AVID students visit colleges as well.

Part V: Budget

Total:	\$0.00
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