

**2022-23 SCHOOL IMPROVEMENT PLAN
DESERT HILLS MIDDLE**

(TSSA, TSI, TITLE 1, SLT)
ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you formatively assessing your progress in this area?

Weekly Intervention Meetings	Quarterly CSIP reviews with PLC teams
2 Intervention Specialists to work with failing students	2021-22 RISE/ACT ASPIRE data
PLC specific intervention days	Social/Emotional Learning programs
Additional mild/mod paras to support students with IEP's	PBIS program

Subgroup Percentage Based on your data, what will you do to increase student learning in these subgroups?

Students identified as economically disadvantaged		Economically disadvantaged students dropped in test scores by 10 - 20% from the previously tested year of 18-19. They seem to be the group most affected by the school closures due to Covid. We will work on a more intense intervention program for this subgroup, in hopes of getting them back to the same, and higher, proficiency levels that they were at prior to Covid.
Students with disabilities		This subgroup increased in proficiency in each category except Math. TSSA funds will be spent to maintain an additional para to assist with these students. We are going continue with both an 8th and 9th grade Language Arts enhancement class and an 8th and 9th grade Math lab, as they were very beneficial for the growth of our students with disabilities.
Students identified as English learners		This subgroup increased by 2% in Language Arts, 20% in Math, and 10% in Science. We will continue to run an effective ESL class and will hire a highly qualified ESL aide to continue moving this group in the right direction.
Students in major racial and ethnic groups		These subgroups excelled at DHMS! Their proficiency levels increased by 20 - 30% in all categories. These are the groups we want to feel safe at school so they can concentrate on learning, and so we will continue to use Life Lauch and School Pulse as tools to help students fo major racial and ethnic groups. We are also developing ways in our Community Council meetings that we can help discourage racism at DHMS.

What tier 1 changes might help those subgroups and your school's level of performance?

We will continue to dedicate several Fridays throughout the 22-23 school year for school-directed professional development. Administrators, learning coach, and district office staff will teach and facilitate discussions pertaining to best practices. One or two PLC teams will also attend a conference to generate and implement ideas that will enhance student learning.

What additional interventions might help those subgroups?

DHMS will maintain all Math Enhancement sections and continue to teach a Math Lab for both 8th and 9th grade students with IEP's. We will also continue to offer 8th and 9th grade Language Arts enhancement classes, as well as a Literacy Skills class. Finally, DHMS will continue to practice our philosophy of inclusion and teach 3 co-taught sections of both Math and Language Arts.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Data was collected through the SHARP survey, observations, and the School Climate survey to assess student attitudes, social and emotional states, and educational needs.

List and link your school's data sources here:

Description	Link
SHARP Survey Data	
Observation Data	
SEL Program - Life Launch, School Pulse, School of Life	
DHMS HOPE Squad	
SHIELD Club (PBIS)	
Counseling Survey Data	
Thor's Hammer Award (grades, attendance, behavior)	
School Climate Survey	
Students of the month	

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

DHMS PLC teams meet every Friday for 1 hour. The teams collaborate, identify essential standards and learning targets, create CFA's, share data, identify students who need intervention, and offer extensions for students who are advanced. The teams record all of this information in the digital CSIP which is reviewed by the principal and learning coach. The principal and learning coach conduct a CSIP review with all PLC teams once per quarter. The DHMS Intervention Team meets every Tuesday to discuss and identify students who need to transition from Tier 2 to Tier 3 interventions. The DHMS Leadership team meets each Thursday to plan the next 2 weeks, or longer if necessary. Data is used to drive instruction and plan for student success at DHMS. PLC teams share data; administrative team shares data; intervention specialists share data with the intervention team; and school data is shared quarterly with the DHMS Community Council. Our Learning Coach, along with the assistant principal, coordinates 2 Learning Walks within our school each year. EYE teachers are selected to participate in these Learning Walks.

List and link your school's data sources here:

Description	Link
WCSD Digital CSIP	
Weekly PLC collaboration (Early Out Fridays)	
Faculty Survey	
Intervention Team Meetings (Tuesdays)	
Leadership Team Meetings (Thursdays)	
Shared School Goals	
Student Intervention Data in all content areas	
Professional Learning Fridays	
Learning Walks	

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

2022-23 BUDGET SUMMARIES

2022-23 STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2021-22		\$1,395.08
Distribution for 2022-23	+	<u>\$117,098.86</u>
Total Available Funds for 2022-23		\$118,493.94
Estimated Expenditures 2022-23	-	<u>\$118,493.94</u>
Estimated Carryover to 2023-24		\$0.00

Is SLT carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution?

Yes

No

2022-23 TSSA FUNDING ESTIMATES

Carryover from 2021-22		\$9,495.29
Distribution for 2022-23	+	<u>\$132,499.72</u>
Total Available Funds for 2022-23		\$141,995.01
Estimated Expenditures 2022-23	-	<u>\$141,995.01</u>
Estimated Carryover to 2023-24		\$0.00

Is TSSA carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution?

Yes

No

ALIGNING GOALS WITH 2022-23 BUDGET

PEERS GOAL #1	Students at DHMS will continue to show improvement in the SGP by being supported through smaller class sizes in core subjects, additional para assistance in core subjects, and continued school-wide steps to improve students social and emotional learning and well-being.
FOCUS AREA	1. STUDENT LEARNING
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
SPED Data Tracker	1 Additional Para Support	Improved RISE scores in areas that additional para's are provided. Fewer students needing interventions.	Salaries & Benefits	TSSA	69,007.35
Intervention Data	2 Maintain an additional Intervention Specialist	Smaller number of failing students compared to the 21-22 school year.	Salaries & Benefits	TSSA	\$15,890.11
Professional Development Conference	3 At least two PLC teams will attend conferences during the school year to gain insight on ways to improve instruction and student learning	Student classroom behaviors improve and student proficiency improves.	Travel for Professional Development	SLT	\$5,000.00
Smaller Class Sizes	4 Buying teacher prep periods	By creating more sections of specific courses by buying prep periods, class sizes are reduced. Smaller class sizes will allow for greater student learning, as teachers can focus more on learning rather than classroom management.	Salaries & Benefits	SLT	\$103,493.94
				TSSA	\$33,097.55
Counseling Office data and groups, i.e. Hope Squad/PBIS	5 Hope Squad activities and support for classroom teachers in promoting school wide PBIS.	Counseling data from student referrals indicating that a Hope Squad member encouraged them to see a counselor. Reduction in SafeUT referrals and Bully Tip Line submissions.	Supplies	TSSA	\$6,000.00
Purchasing New Chromebooks	6 We will continue purchase new chromebooks to replace old and damaged chromebooks.	Chromebooks have become an essential part of our classroom instruction. They are essential learning tools for our school.	Technology Related Supplies	TSSA	\$9,000.00
	8 Purchase Library books	Smaller number of failing students compared to the 21-22 school year.	Books, eBooks, Curriculum	SLT	\$3,000.00

\$244,488.95

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

PEERS GOAL #2	Students will continue learning and practicing our DHMS motto of Respect, Integrity, Responsibility, and Excellence. All students will have a student representative (HOPE Squad) and at least one adult in the school who they trust and can communicate with - typically their Homeroom teacher.
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FOCUS AREA	2. SAFE LEARNING ENVIRONMENT
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ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS
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ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE
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ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS
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How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
Life Launch data	1 Each Monday in Homeroom, teachers will show a short Life Launch (character ed) video, provided by our counselors. Counselors also email teachers printable activities that coincide with the lesson that Monday.	Counseling data will show if there are fewer visits by students concerning depression, anxiety, and self harm.	Supplies	TSSA	\$6,000.00
School Pulse	2 We will continue to use School Pulse as a way to track our students Social and Emotional states. Students will respond to School Pulse texts to describe how they are feeling. Data can then be collected and help can be given to students.	DHMS students continue to have a higher response rate than any other school in the WCSD.	Supplies	TSSA	\$3,000.00
School of Life	3 We will provide 3 sessions of School of Life during the 22-23 school year. Approximately 50 students will have the opportunity to participate in School of Life.	100% of students who complete the School of Life program will show improved attendance and grades the quarter following School of Life attendance.	Contracted Services	SLT	\$7,000.00
					<u>\$16,000.00</u>

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

PEERS GOAL #3	The leadership Team at DHMS will meet weekly to discuss and plan for the needs of all stakeholders. Funds will be used for PLC teams to attend conferences that will improve instruction and refine interventions. Substitute teachers will be provided for teams to meet with district personnel for training with various parts of the CSIP, Canvas, and best practice specific to the content area. Our Learning Coach will continue to provide mentorship to our EYE teachers and assist them throughout the EYE program. With the support and assistance from our PTSA organization, we will continue to build a culture of caring and integrity at DHMS.
FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
ACADEMIC AREA (required for goals supported by SLT funds)	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
Leadership team meetings	1 The DHMS Leadership Team of the principal, assistant principal, counselors, registrar, finance secretary, main office secretary, media coordinator, head custodian, and SRO will continue to meet every Thursday to discuss the needs of all stakeholders, analyze how we are performing as a school plan our 2 weeks in advance, and celebrate!	Stakeholders communicating effectively about what's happening at DHMS. Events and activities occur with adequate PTSA volunteers, and we hear nothing but positive comments about the opportunities we are providing our students.		OTHER	\$200.00
Professional Learning Fridays	2 6 Fridays during the school year are scheduled for professional development.	School admin team will determine the greatest professional development needs and present to the teachers, along with district personnel, or other guests. Canvas training, best practices, CSIP training, and PLC trainings are all examples of our faculty professional development topics.		OTHER	\$400.00
					\$600.00

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

Any additional TSSA funds will be used to purchase chromebooks.

If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?

Any additional Trust Land funds will be used to purchase chromebooks.

Provide an explanation of how your school will publicize its plan.

TSSA plans and STL plans are presented to the DHMS Community Council and both plans are available to the public on our school website.