

**2023-24 SCHOOL IMPROVEMENT PLAN
DESERT HILLS MIDDLE SCHOOL**

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

142 Was your school's total points on the most recent report card.

<https://utahschoolgrades.schools.utah.gov>

144 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 150 points)

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: Although Growth of the Lowest 25% was still above the rest of the district, that is the area we will focus on to achieve at least a 1% increase in growth.

POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	32 points earned
Growth	37% (56 points possible)	36 points earned
English Learner Progress	9% (13 points possible)	6 points earned
Growth of the Lowest 25%	17% (25 points possible)	17 points earned

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

FOCUS AREA 1: STUDENT LEARNING

How are you currently assessing your progress in this area?

Weekly Intervention meetings with Principal, Asst. Principal, Counselors, Media Coordinator, SPED PLC Team Lead, Media Coordinator, and Intervention Specialist.	
Quarterly CSIP reviews with each PLC team facilitated by our Learning Coach and Principal.	
PLC Specific intervention days	
2 additional Mild/Mod Paras to support students in the classroom who have IEP's	
Data inclusive faculty meeting in October, facilitated by our Data coach.	
Performance Matters training conducted by our Data coach and Principal.	
2022-23 RISE/ACT ASPIRE data: 1- Reviewed by principal as soon as it is available 2- Presented to each tested PLC team 3- Analyzed by each team during 5 summer ESSR days 4- Design instruction based off the previous year test data.	
Social/Emotional Learning programs; i.e., School of Life, Life Launch, and School Pulse	
DHMS 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 increased proficiency in both Math and Science and dropped by less than 1 percent in LA. This is an improvement from the previous year, due to maintaining 2 extra, experienced classroom paras, using a co-taught Math and LA model, using the software AimsWeb Plus to assess our LA and Math students, and continuing a strong Intervention program. At DHMS, we will strive to keep this the same, while simply fine-tuning our Intervention program.
Students with disabilities		Students with disabilities showed a 5 - 10% growth in all three tested subjects. TSSA funds will be used to maintain 2 additional paras to assist with these students. Unfortunately, due to less funding, we will be dropping our two Language Arts enhancement sections, but we will be able to continue with our 8th and 9th grade Math Labs. Due to losing our Language Arts enhancement sections, we will be providing extra PLC support for our LA team, by inviting subject specific district personnel to work with that team during PLC time. At least 1 LA teacher will have 1/7's, in order to lower LA 8 class sizes.
Students identified as English learners		This subgroup dropped in growth by a few percentage points in each tested area. Our 15 hour ESL aide position went unfilled for half of the school year which most likely played a role in the lower scores. Using TSSA money, I was able to add and additional 12.5 hours to that position, making it a more desirable position. The ESL aide used those additional 12.5 hours to serve as a classroom para, where they are able to assist English language learners in the classroom. We will continue to use TSSA funds for this.
Students in major racial and ethnic groups		DHMS students in major racial and ethnic groups did very well overall. We will continue to use TSSA funds for our PBIS program, School of Life, and School Pulse as tools to help our students of major racial and ethnic groups. As always, we will include our Community Council in brainstorming ways to help our students and discourage racism at DHMS.

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

We will continue to dedicate at least 5 Fridays as Professional Learning days throughout the 23-24 school year. Administrators, Counselors, Learning Coach, Data Coach, and district staff will teach and facilitate discussions pertaining to best practices, analyzing and disaggregating data, social and emotional health of both school staff and students. Student surveys will continue quarterly to assess student perception of school effectiveness and climate.

What additional interventions might help those subgroups?

DHMS will maintain all Math Enhancing sections and continue to teach a Math Lab for both 8th and 9th grade students with IEP's. We will also continue offering our Literacy Skills class, and continue to practice our philosophy of inclusion by teaching 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, classroom observations, and School Climate surveys to assess student attitudes, social and emotional states, and educational needs. Two of our five goals this year at DHMS addressed Focus Area 2. PLC Team Lead meetings are held monthly, and the team leads report to the principal how their teams are effectively supporting those 2 goals. DHMS Goal #4 - DHMS will promote a welcoming, safe, and inclusive climate for all students by presenting weekly positive messages, monthly presentations and quarterly surveys which will measure student perception of school environment and climate. DHMS Goal #5 - Students will feel valued as a person while attending DHMS. During passing time, at least 90% of our teachers will actively engage students in a positive way. Team Leads will report the frequency and effectiveness of hallway interactions during Team Lead meetings each month.

List and link your school's data sources here:

Description	Link
SHARP Survey Data	
Observation Data	
SEL Program Data - School of Life, Life Launch, and School Pulse	
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?

The DHMS Leadership Team, including all PLC Team Leads, meet the day after the school year ends to reevaluate the DHMS School Goals for the school year that just ended. Our Learning Coach presents a quick lesson on creating SMART Goals, and after group discussion and collaboration, goals are created for the coming school year. Each goal is monitored throughout the school year through data collection and analysis, and during Team Lead meetings each month. 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 interventions, offer extensions for advanced students, and discuss how to keep students actively engaged the entire class period. The team lead completes a PLC team collaboration report and submits it to the principal each Friday. The teams record Essential Standards, Learning Targets, and Intervention data in the WCSD Digital CSIP, which is reviewed by the principal and learning coach. The principal and learning coach conduct CSIP reviews with each PLC team 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 review and plan out the next 2 weeks, or longer if necessary. Data is used to drive instruction and plan for student success at DHMS. PLC team leads share data; the administrative team shares data; our intervention specialist shares data with the intervention team; and school data is shared quarterly with our Community Council. Our Learning Coach, with our 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	
Faculty Survey	
Intervention Team Meetings (Tuesdays)	

Leadership Team Meetings (Thursdays)	
Shared School Goals with input from staff, teachers, and admin.	
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.

2023-24 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$3,442.25
Distribution for 2023-24	+	<u>\$114,538.20</u>
Total Available Funds		\$117,980.45
Estimated Expenditures	-	<u>\$117,980.45</u>
Net Amount		\$0.00

Is SLT carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution? Yes No

TSSA FUNDING ESTIMATES

Carryover from prior year		\$23,371.32
Distribution for 2023-24	+	<u>\$165,565.43</u>
Total Available Funds		\$188,936.75
Estimated Expenditures	-	<u>\$188,936.75</u>
Net Amount		\$0.00

Is TSSA carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution? Yes No

ALIGNING GOALS WITH 2023-24 BUDGET

PEERS GOAL #1	Students at DHMS will continue to show improvement in SGP by at least 1%		
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 you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
RISE AND ACT ASPIRE	1 Paying teacher salaries and buying teacher prep periods	Salaries & Benefits	TSSA SLT	\$87,303.93 \$104,904.72
SPED Data Tracker	2 Additional para support	Salaries & Benefits	TSSA	\$60,632.82
PBIS/HOPE Squad	3 School wide PBIS and HOPE Squad activities and student support.	Supplies	TSSA	\$6,000.00
RISE AND ACT ASPIRE	4 Purchase Chromebooks	Technology Related Supplies	TSSA	\$25,000.00
	5 Purchase ALEKS math program	Software	SLT	\$13,075.73
				<u>\$296,917.20</u>

Does this goal include a Digital Citizenship or 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).	
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	

How will you measure whether this action step had a positive impact on student learning? (This must be tied to your goal.)

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
School Pulse	1 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 given to students who need it.	Contracted Services	TSSA	\$3,000.00
School of Life	2 We will provide 3 sessions of School of Life during the 23-24 school year. Approximately 50 students will have the opportunity to participate in School of Life.	Contracted Services	TSSA	\$7,000.00
				\$10,000.00

Does this goal include a Digital Citizenship or 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. The DHMS 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.	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	

How will you measure whether this action step had a positive impact on student learning? (This must be tied to your goal.)

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
Leadership Team Meetings	1 The DHMS leadership team, consisting 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 for the next 2 weeks, and celebrate!		OTHER	\$200.00
Professional Learning Fridays	2 6 Fridays during the school year are scheduled for professional development.		OTHER	\$400.00
				\$600.00

Does this goal include a Digital Citizenship or 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 funds will be used to either pay for salaries and benefits, or to purchase Technology and supplies.

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

Any additional funds will be used to either pay for salaries and benefits, or to purchase Chromebooks.

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

The plan will be available to the public on our school website. It will also be made known to our Community Council.