

## DeSoto Middle School School Academic Plan SY19-20

School District of DeSoto  
School Board Action  
**September 10, 2019**  
**APPROVED**

8/11/2019

### School Summary

History of the school, data, etc.

### School Data (10 categories for 2019-20)

| School Grade Component                 | Goal 2020 | SY 2019 | SY2018 | SY2017 |
|--|-----------|---------|--------|--------|
| ELA Achievement                        | 40%       | 35%     | 36%    | 31%    |
| ELA Learning Gains                     | 50%       | 46%     | 50%    | 46%    |
| ELA Lowest 25 <sup>th</sup> Percentile | 50%       | 40%     | 50%    | 38%    |
| Math Achievement                       | 40%       | 36%     | 37%    | 34%    |
| Math Learning Gains                    | 50%       | 38%     | 51%    | 59%    |
| Math Lowest 25th Percentile            | 50%       | 32%     | 50%    | 55%    |
| Science Achievement                    | 35%       | 30%     | 29%    | 22%    |
| Civics / Social Studies Achievement    | 50%       | 46%     | 47%    | 50%    |

### Additional ESSA Categories (from FL DOE DA Team)

|                                    | Federal Percentage Points<br>Goals for SY2019-2020 | Federal Percentage Points<br>SY18-19 | Federal Percentage Points<br>SY17-18 | Consecutive years |
|------------------------------------|--|--------------------------------------|--------------------------------------|-------------------|
| All students                       | 41 points  | 40 points                            | 47 points                            |                   |
| Economically Disadvantaged         | 50   | 47                                   | 44                                   |                   |
| English Language Learners          | 50   | 46                                   | 32                                   |                   |
| SWD                                | 32   | 27                                   | 30                                   | 2                 |
| African American                   | 32   | 30                                   | 27                                   | 2                 |
| White                              | 50   | 44                                   | 51                                   |                   |
| Hispanic                           | 40   | 39                                   | 48                                   |                   |
| Multiracial                        | 32   | 31                                   | 40                                   | 1                 |
| EL reaching proficiency on<br>WIDA | 32   | 12                                   | 46                                   | 1                 |

Goals: (Backup with assessment data and set goals for new school year)

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Needs Assessment (Gap analysis)

1. Prior to SY 2016-17 school had a grade of D for two consecutive years. School Grade of a C in SY17, SY18, SY19 and a D grade SY15, SY16.
2. Proficiency is below state expectations in both Math and English Language Arts.
3. EL reaching proficiency on the WIDA is alarmingly low and significantly lower than the other schools in the district.
4. Science below state expectations for over 3 years
5. There are three subgroups that are not meeting the minimum federal percentage points- SWD, African American, and multiracial.
6. There is a need to provide more support to teachers to identify specific student needs, particularly students who are members of one or more subgroups.

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| <b>Goal 1. Improve Student Achievement in ELA Using Florida Standard Based Instruction</b>   |   |
|--|---|
| <ul style="list-style-type: none"> <li>Improve ELA scores on FSA to 40% proficiency</li> <li>Improve average student growth on STAR Reading from 1 year to 1.6 years from initial assessment to the last (post)</li> <li>Decrease the number of students scoring below the “on watch” threshold by at least 10% on STAR ELA</li> </ul> |   |
| <b>Prioritized Strategies</b>  |   |
| 1.   | Increase teachers’ knowledge of students’ specific needs through deep data analysis   |
| 2.   | Leverage weekly collaboration to design instruction based on students’ needs  |
| 3.   | Utilize high yield curriculum to ensure students meet the rigor of the standards  |
| 4.   | Allow more flexibility and teacher ownership in reading intervention to address students’ individual needs  |
| 5.   | Decrease the number of long term substitutes in from 2019 SY to 2020 SY   |
| 6.   | Students in identified subgroups will obtain a minimum of 32% of Federal Percent of Points Index (SWD, Black/African American, Multiracial); Students in other identified subgroups will maintain a 41% of Federal Percent of Points Index (Economically Disadvantaged, White, ELL, Hispanic) |

| <b>Enabling Activities</b>   | <b>Implementation Plan</b>  | <b>Lead</b>   | <b>Timeline</b>   | <b>Progress</b> |           |           |           |
|--|---|---|---|-----------------|-----------|-----------|-----------|
|  |   |   |   | <b>Q1</b>       | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Develop and maintain system to assess and track student mastery of standards | <ul style="list-style-type: none"> <li>A. Review student data at school opening training of student mastery of grade level skills for ELA</li> <li>A. Forms will be developed to monitor grade level skills for each grade level; Data binder requirements will be established and maintained</li> <li>A. Develop common assessments, including formative, to ensure individual class and students; needs are being understood and met</li> <li>B. Staff will be aware of areas of strength and challenges to inform instruction</li> </ul> | DMS Administrative Team & Department Chairs                             | Opening of School PD<br><br>August Planning Meetings  |                 |           |           |           |
| Meet individual student needs by improving the impact of instructional time  | <ul style="list-style-type: none"> <li>A. Structure instruction and lessons based on reflecting students’ needs based on mastery charts, STAR and Teacher input.</li> <li>A. Lessons will reflect progress on targeted instruction based on student need as determined by standards mastery lists through growth on the post test.</li> <li>A. Teachers will discuss best practices at planning time when analyzing students’ performance/ mastery on assessments</li> <li>A. Provide feedback through bi-weekly walkthroughs</li> </ul>    | Heartland Consortium<br><br>DMS Administrative Team & Department Chairs | Provide PD to use data to drive instruction<br>September 2019 (Heartland)<br><br>Planning Meetings throughout |                 |           |           |           |

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|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | B. Increase student performance and academic success.   |   | the year                                 |  |  |  |  |
| Provide teachers with collaboration time to analyze data and use data to plan instruction. | <p>A. Provide teachers with district pacing guides, state resources and lesson plan template.</p> <p>A. Teachers will post completed lesson plan template to designated area.</p> <p>A. Set collaboration schedule to provide two days of lesson planning, and two days of data analysis for ELA</p> <p>B. Planned collaborative lessons aligned to the standards</p> | DMS Administrative Team & Department Chairs | Planning Meetings throughout the year    |  |  |  |  |
| Leverage curriculum programs to expose students to grade level standards                   | <p>A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by:</p> <p>A. Plan scaffolded strategies</p> <p>B. Identifying foundational skills</p> <p>B. Build opportunities for student engagement</p> <p>B. All students reach mastery, particularly targeted students.</p>                                   | DMS Administrative Team & Department Chairs | Ongoing during weekly collaboration time |  |  |  |  |

| <b>Goal 2. Improve Student Achievement in Math Using Florida Standard Based Instruction</b>   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Improve Math scores on FSA to 40% proficiency</li> <li>• Improve average student growth on STAR Math from 1.7 to 2.3 year from initial assessment to the last (post)</li> <li>• Decrease the number of students scoring below the “on watch” threshold by at least 10% on STAR Math and ELA</li> </ul> |   |
| <b>Prioritized Strategies</b>   |   |
| 1.  | Increase teachers’ knowledge of students’ specific needs through deep data analysis   |
| 2.  | Leverage weekly collaboration to design instruction based on students’ needs  |
| 3.  | Utilize high yield curriculum to ensure students meet the rigor of the standards  |
| 4.  | Increase math instructional time to include time for intervention   |
| 5.  | Decrease the number of long term substitutes in Math from 2019 SY to 2020 SY  |
| 6.  | Students in identified subgroups will obtain a minimum of 32% of Federal Percent of Points Index (SWD, Black/African American, Multiracial); Students in other identified subgroups will maintain a 41% of Federal Percent of Points Index (Economically Disadvantaged, White, ELL, Hispanic) |

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| Enabling Activities  | Implementation Plan<br>a. Actions<br>b. Outcomes   | Lead   | Timeline   | Progress |    |    |    |
|--|--|--|--|----------|----|----|----|
|  |  |  |  | Q1       | Q2 | Q3 | Q4 |
| Develop and maintain system to assess and track student mastery of standards               | <p>A. Review student data at school opening training of student mastery of grade level skills for Math</p> <p>A. Forms will be developed to monitor grade level skills for each grade level; Data binder requirements will be established and maintained</p> <p>A. Develop common assessments, including formative, to ensure individual class and students; needs are being understood and met</p> <p>B. Staff will be aware of areas of strength and challenges to inform instruction</p>  | DMS Administrative Team & Department Chairs  | <p>Opening of School PD</p> <p>August Planning Meetings</p>  |          |    |    |    |
| Meet individual student needs by improving the impact of instructional time                | <p>A. Structure instruction and lessons based on reflecting students' needs based on mastery charts, STAR and Teacher input.</p> <p>A. Lessons will reflect progress on targeted instruction based on student need as determined by standards mastery lists through growth on the post test.</p> <p>A. Teachers will discuss best practices at planning time when analyzing students' performance/ mastery on assessments</p> <p>A. Provide feedback through bi-weekly walkthroughs</p> <p>B. Increase student performance and academic success.</p> | <p>Heartland Consortium</p> <p>DMS Administrative Team &amp; Department Chairs</p> | <p>Provide PD to use data to drive instruction September 2019 (Heartland)</p> <p>Planning Meetings throughout the year</p> |          |    |    |    |
| Provide teachers with collaboration time to analyze data and use data to plan instruction. | <p>A. Provide teachers with district pacing guides, state resources and lesson plan template.</p> <p>A. Teachers will post completed lesson plan template to designated area.</p> <p>A. Set collaboration schedule to provide two days of lesson planning, and two days of data analysis for ELA</p> <p>B. Planned collaborative lessons aligned to the standards</p>  | DMS Administrative Team & Department Chairs  | <p>Planning Meetings throughout the year</p>   |          |    |    |    |

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|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| Leverage curriculum programs to expose students to grade level standards | A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by:<br><br>A. Plan scaffolded strategies<br><br>A. Identifying foundational skills<br><br>B. Build opportunities for student engagement<br><br>B. All students reach mastery, particularly targeted students. | DMS<br>Administrative<br>Team &<br>Department<br>Chairs | Ongoing<br>during<br>weekly<br>collaboration<br>time |  |  |  |  |
|--|--|---|--|--|--|--|--|

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| <b>Goal 3. Create a positive climate and culture with high expectations</b>  |  |
|--|--|
| Objectives: <ul style="list-style-type: none"> <li>Set schoolwide non-negotiables for staff, students and parents</li> <li>Set schoolwide expectations for school environment and climate (Classroom, common spaces, attendance, behavior)</li> <li>Create opportunities for distributed leadership</li> </ul> |  |
| <b>Prioritized Strategies</b>  |  |
| 1.   | Use high yield strategies correlated to Marzano during bell to bell instruction                    |
| 2.   | Set school wide expectations & non negotiables for rigorous instruction and the school environment |
| 3.   | Create an environment that supports the students and adult community of DeSoto Middle School       |
| 4.   | Decrease the number of student referrals by 15%  |
| 5.   | Distribute leadership  |

Rationale: By setting a strong expectation of achievement, students and teachers will build efficacy.

| Enabling Activities  | Implementation Plan  |   | Lead   | Timeline | Progress |    |    |    |
|--|--|---|--|----------|----------|----|----|----|
|  | A. Actions<br>B. Outcomes  |   |  |          | Q1       | Q2 | Q3 | Q4 |
| Leverage instructional time by implementing bell to bell instruction utilizing high yield strategies and observable student outcomes | A. Provide teachers with specific guidelines for instruction<br><br>A. Collaborate with the Department to identify and introduce high yield strategies correlated to Marzano research each month based on needs assessment given to staff and walk-throughs<br><br>A. During collaboration and lunch and learns teachers will receive professional development on specific strategies and how to utilize it in the classroom.<br><br>A. Walk through focus will incorporate data on skill being practiced.<br><br>B. Increase instructional effectiveness to support student learning. | DMS<br>Administrative<br>Team &<br>Department<br>Chairs | August<br><br>Two days per month during collaboration time<br><br>Bi-weekly walkthroughs |          |          |    |    |    |

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|--|---|--|--|--|--|--|--|
| <p>Provide start-up training to all instructional staff on rigor of standards.</p>   | <p>A. Provide initial PD on unpacking the standards and how to identify what students need to ‘know’ and be able to ‘show.’</p> <p>A. Provide support during collaboration time to guide teachers through the unpacking process.</p> <p>A. Formative assessments will be used to assess students’ learning.</p> <p>A. Walkthrough feedback will be provided bi-weekly</p> <p>B. Lesson plans will reflect the expected student outcomes of the lesson including what students should ‘know’ and show”</p> <p>B. Increase instructional effectiveness to support student learning.</p>   | <p>DMS<br/>Administrative<br/>Team &amp;<br/>Department<br/>Chairs</p> | <p>August</p> <p>Monthly</p> <p>Weekly<br/>review of<br/>lesson plans</p> <p>Bi-weekly</p> |  |  |  |  |
| <p>Develop classroom environment that supports the Vision and Mission as well as high expectations and rigorous standards.</p> | <p>A. Review Vision and Mission at school opening day and correlate it to schoolwide expectations.</p> <p>A. Share schoolwide expectations created collaboratively in SY2019-20 and determine actions to meet these expectations</p> <p>A. Develop non-negotiables for staff, students and parents</p> <p>A. Higher order questioning aligned to the standards</p> <p>A. Models of academic proficiency</p> <p>A. Share DeSoto Middle School Expectations with Parents and Community Partners and how they can transfer to home</p> <p>A. Teachers and students can articulate expectations and provide examples</p> <p>B. Rigorous instruction in every classroom, every day</p> <p>B. Student to student discourse and tasks aligned to the full intent and rigor of the standards</p> <p>B. Instruction informed by data and examination of student work</p> | <p>DMS<br/>Administrative<br/>Team &amp;<br/>Department<br/>Chairs</p> | <p>August</p> <p>Monthly</p> <p>Weekly<br/>review of<br/>lesson plans</p> <p>Bi-weekly</p> |  |  |  |  |



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|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| <p>Leverage Teacher leadership during Department meetings and collaboration</p>   | <p>A. Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration</p> <p>A. Develop agendas for Biweekly Curriculum meetings to include leadership opportunities and feedback from teachers</p> <p>A. Provide opportunities for staff to get involved through committees, weekly planning and surveys</p> <p>B. Increase staff retention, buy-in and increase school climate &amp; culture</p>  | <p>DMS Administrative Team &amp; Department Chairs</p>       | <p>Summer 2019</p> <p>Bi-weekly meetings</p> <p>Weekly</p>                       |  |  |  |  |
| <p>Develop an environment of success by planning and implementing schoolwide activities that include students, families and community</p> | <p>A. Schedule events through the Bulldog Pride Committee team that demonstrate school's expectations for student success.</p> <p>A. Leverage resources to provide rewards and incentives similar to PBSIS</p> <p>A. Provide Classroom Management PD from the District Behaviorist</p> <p>A. Utilize surveys to assess climate and culture</p> <p>A. Implement a new teacher meeting every 4-8 weeks to improve retention and offer support (All year 1-3 teachers will be invited to attend)</p> <p>B. Increase school climate &amp; culture to increase staff retention, attendance and school performance</p> | <p>DMS Administrative Team &amp; Bulldog Pride Committee</p> | <p>Pre-Planning Week 2019</p> <p>August 2019 and ongoing throughout the year</p> |  |  |  |  |

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