

The School District of Desoto

Desoto County High School



2016-17 Schoolwide Improvement Plan

Desoto County High School

1710 E GIBSON ST, Arcadia, FL 34266

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Desoto County High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To empower all students to become lifelong learners, able to handle the demands in today's ever changing workforce.

b. Provide the school's vision statement.

The vision of DHS is that all classrooms are highly engaged, which produce satisfactory student achievement through common understanding of what students should know and be able to do, organizing knowledge to appeal to students, linking tasks to performances and products which students care about, and communicating high expectations and standards for work.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our efforts to support and build relationships between teachers and students also includes:

- Selection of AVID strategies that teachers began using during the first days of school to set a positive tone and to clarify the values that will guide interpersonal interactions between students and between teachers and students.
- Provided relationship building Professional Development training for teachers to assist in expanding positive interpersonal interaction in classroom settings.
- Check and Connect mentoring program to increase opportunities for positive teacher/student relationship development.
- Administration ensures that the focus of relationship-building is a recognized school based priority in every interaction between students and teachers.
- Our school provides after school tutoring with a primarily academic focus however, a secondary benefit is the extended opportunity for positive interaction between students and teachers.
- Many of our school's clubs/organization have cultural integration as a main priority. In addition, many of these organizations serves as a vehicle for continued positive teacher/student interaction before, during, and after school.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need (data driven small group counseling), and intensive supports students to school-based and community resources (brief individual counseling, referral)
- Create or enhance a college-going culture through the AVID College and Career Readiness

program.

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's PBS Universal Guidelines to the contexts students will encounter before/during/after school
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Positive Behavior System will provide school-wide recognition
- Junior Cabinet meetings between administration and student leaders will occur on a frequent basis to include student feedback
- Class meetings will occur on a frequent basis to include student feedback
- Discipline personnel will be trained to ensure parent/student/teacher communication, consistency, and ensuring that district discipline policy is enforced universally and fairly

d. 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.

- Check and Connect is established to provide positive mentoring opportunities for students.
- Each member of administration is taking on the role of "class adviser" in the following manner:
 - Principal (Seniors)
 - Assistant Principal (Juniors)
 - Assistant Principal (Sophomores)
 - Assistant Principal (Freshman)

Each administrator will be meeting with representatives of the classes to provide students with the opportunity to express concerns. The Principal will also establish a Junior Cabinet made up of representatives of all classes to provide students with an additional opportunity to be heard.

- School administration has made connection with community groups such as DeSoto Drug Free Youth to promote healthy choices and positive mentoring opportunities.
- Operational school based team that meets weekly to discuss students with barriers to academic and social success.
- Ensures the social-emotional needs of all students through the pupil service team. The pupil service team consists of administration, counselors, teachers, social workers and other school staff. The pupil service team offers individual counseling to assist with personal and social needs through the school counseling office, social workers and the DeSoto Community Care Family Clinic. The Graduation Coach and administrators also monitor our at-risk students to support them through Credit Recovery and through counseling.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Skyward data system will be used to identify students who have attendance, behavioral, or academic concerns. School administration team along with a variety of others will be monitoring this throughout the school year.

In utilizing the Skyward system we will use data decision rules derived from our district policies and our school handbook related to number of absences, tardy, or other items before a referral is generated. The list of indicators include but are not limited to the following:

- Guidance Counselor or Response to Intervention Referral
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in any course
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our teachers will also be trained and fully aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules criteria.

b. Provide the following data related to the school's early warning system

1. 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	0	0	0	112	61	49	72	294	
One or more suspensions	0	0	0	0	0	0	0	0	0	9	61	15	14	99	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	249	133	53	48	483	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	151	143	77	83	454	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	83	35	14	9	141

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The following intervention strategies are all potential tools to be used in various degrees with students that meet the early warning system indicators:

- School counselors will develop a comprehensive school counseling program with dedicated time to develop, implement, and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
- I-Ready and other software based learning vehicles will be utilized to assist in academic endeavors.
- Data sheets and goal setting will be required for all students who fall into this category. This will include time for staff to have mentoring opportunities with these students.
- Notification procedures will be in place for parents, agency and community outreach.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators and provide incentives for parents to attend;
- Communicate classroom and school news to parents by including school newscast on school website;
- Require all staff to make positive phone calls home. In addition, all referrals generated require a call home for parental notification.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The faculty and staff select students of the month, who attend the local Chamber of Commerce Early Bird Breakfast where they are introduced to the community and are recognized for their accomplishment. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. PTSA, SAC, and the Booster programs help to facilitate these relationships.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Baldwin, Tod	Principal
Langston, Cynthia	Assistant Principal
Barrera, Cynthia	Dean
Cordero, Daniel	Assistant Principal

b. Duties

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

The RtI Leadership Team, including the Principal, will meet with the School Advisory Council to help develop the SIP. The team will provide and review data, plan interventions, and continuously evaluate status of interventions and staff development needed regarding RtI. The team will assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process.

2. 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.

The MTSS and SIP monitoring is a combination of the use of a district database, guidance/teacher referrals, and administration classroom observations. The data routinely monitored for Tier I interventions in reading and math are the students FSA ELA Reading scores and a baseline reading and/or math scores (i-Ready) and EOC Scores, as well as any ELL, ESE, or 504 plan data that may be available. For writing, the students' writing scores would be used as a data source, as well as previous grades in English classes, as well as any ELL, ESE, or 504 plan data that may be available. For science, the MTSS team would examine the students' previous grades in science classes, as well as any ELL, ESE, or 504 plan data that may be available. For behavior, the data routinely monitored would be ESE, ELL, 504 Plan, and discipline history for each student.

For Tier II and III interventions, the monitoring instrument will be the intervention records and progress monitoring paperwork.

SIP data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. The administration team monitors the implementation of interventions supporting teachers in personalizing the student's education, which will increase student achievement. Professional Development for utilizing the MTSS/SIP problem solving process is scheduled early in the school year and is on-going as needed.

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.

Title X- Homeless The coordinator of district services for Homeless students provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) funds are coordinated with funds from other sources, including Title I, to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance.

Violence Prevention Programs

The school offers a non-violence/anti-bullying program and anti-drug program to all students as part of the Character Education program for the site. This may include, but not be limited to, guest speakers, field trips, and community service activities such as Big Brother/Big Sisters.

Nutrition Program

Students are provided a free breakfast and free lunch at 100% no cost.

CTE

Certification exams for students are paid in full by the district.

Carl D Perkins funds are used to provide support to students as they make career decisions at the middle and high schools.

Career and vocational programs at the secondary levels, including dual enrollment vocational programs, are provided for regular, disadvantaged, and handicapped students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tod Baldwin	Principal
Tawnya Caudill	Parent
Beth Bryan	Education Support Employee
Lucille LaCava	Teacher
Dana Holloman	Teacher
Julie Colding	Teacher
Marilyn Goodman	Teacher
Jessie Alford	Parent
Barbara Foster-Jackson	Parent
Robbie Mullins	Parent
Danyiell Blosser	Parent
Jimmy Barrera	Business/Community
Carolyn Luther	Education Support Employee
Lourdes Espino	Student
Molly McKettrick	Student
Emily Smith	Student
Seth Zolkos	Student
Tim Backer	Business/Community
Adelita Auilar	Parent
Tesesa Malonado	Parent
Gloria Ramirez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Our SAC is provided with data updates annually on how our school performed in the different highstakes

area which correlates to our SIP and school grade. Every month, our SAC addresses any needs requested from our faculty, staff, and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our SIP.

b. Development of this school improvement plan

SAC has oversight and input capabilities and has voted on acceptance of the document in full. School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.

c. Preparation of the school's annual budget and plan

The school advisory council has assisted in the preparation of DeSoto High School's budget and plan. Notes from these planning sessions are available for review.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We are going to purchase items and open a school Positive Behavior Support store. Approximately \$5,000 will be budgeted for this line. Other funds are to be distributed as SAC deems necessary.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Baldwin, Tod	Principal
Langston, Cynthia	Assistant Principal
Barrera, Cynthia	Dean
Cordero, Daniel	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy Coach will meet with content area teachers during common planning to model and facilitate implementation of content area reading strategies.

Create a literacy culture among the faculty, staff, and students. The team will meet quarterly, with members submitting agenda items to the literacy coach, who submits the agenda via email to all members one week before the meeting. Members also discuss and review data pertaining to reading trends within the school, to help in areas that are lacking.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

PLC-with guided direction

Collaborative Teaching

Peer Observations for best practice

Vertical, horizontal, and cross curriculum planning opportunities

New Hire Mentoring

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in their curriculum areas. The Principal and Assistant Principals will be holding meetings with new teachers to ensure they are receiving all resources necessary for success. Training will be aligned to needs of new teachers and will cover areas such as discipline, attendance, classroom management, lesson planning and other related topics.

Teacher Mentor Program is overseen by Mr. Cynthia Langston. Teacher recruitment is over seen by all Administration.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors and mentees meet regularly to discuss evidence-based strategies for effective classroom teaching as well as help with the every day process and routines. The mentor is paid a stipend by the district. New hires meet weekly with administration. Mentors meet with administration monthly. Pairing of mentor/mentee has a variety of reasons some of which include: Mentor and mentee share curriculum subjects, the experienced mentor is in close proximity, and/or the mentor has had a successful track record in assisting the school in retaining new teachers.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

- alignment of curriculum and instructional materials to the Florida Standards (Programs)
- use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

Math, English, and Reading materials aligned to the new Florida standards. Science and Social Studies aligned to NGSSS, and online resources are updated and aligned to LAFS/MAFS. Science and History are actively using the Florida anchor standards to help drive the NGSSS lessons.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Benchmark, progress monitoring, common assessments, and previous state assessment information are used to drive instruction.

Teachers do quick, formative assessments during class to judge knowledge, which tells them to go back and review/re-teach or move on. They also review tests with the class after testing to ensure retention of information and to clarify any questions.

Meetings are held on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Monitoring progress at the class and grade level during department meeting times.

Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Students receiving push-in/pull out services for ESE/ELL

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,760

Provide tutoring from all core academic content areas available after school for one hour, three days a week.

Strategy Rationale

Students will succeed better with one on one tutoring. Students will also enjoy the program as it will not require pre-planning or sign-up. Students will be assisted as they enter.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Langston, Cynthia, cynthia.langston@desotoschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades and state assessment data will be collected to measure student growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content

areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Students are able to meet with academic coaches to discuss course options. Students are required to meet with Guidance Counselors prior to selecting courses for the next year. Coaches, counselors, and students use the student's Academic History and interests to select appropriate courses.

b. College and Career Readiness

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

- The promotion of increased student participation and performance in Advanced Placement® (AP) coursework
- Vertical articulation among middle and high school to create a pipeline of rigorous instruction so that students are college ready and prepared for post secondary success
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- Guidance Services working to inform and support students and parents in graduation and college readiness goals
- Increase in the types and use of Industry certifications (Business, Adobe, Construction, Culinary, Health Science)

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

DeSoto High School offers a full range of Career and Technical programs. Visiting speakers tie classroom instruction to needed workplace skills. Field trips are planned to bring students onto major university campuses for exposure to future opportunities. Students are also given opportunities to job shadow and various corporations in and around the community.

- Agriculture
- Construction
- Arts, A/V Technology & Communication
- Business, Management & Administration
- Technology Education
- Health Science
- Hospitality
- Information Technology
- Transportation, Distribution & Logistics

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

In an effort to increase reading and math scores, students will have a school-wide cross-curriculum writing assignment including extended and short responses in all classes. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as PLC/Data chats, professional development classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers

will be accountable for implementing professional learning. Career and technical education programs are offered and these programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

- School based team review and provide assistance to specific students as needed
- Counselors conduct classroom guidance and individual counseling sessions with students.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the implementation of effective teaching strategies to promote an environment of rigorous instruction which is aligned to current standards, we will increase scores on all state assessments by bridging the gap between our school and the state average by 2%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Through the implementation of effective teaching strategies to promote an environment of rigorous instruction which is aligned to current standards, we will increase scores on all state assessments by bridging the gap between our school and the state average by 2%. 1a

G086986

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	2.0
Geometry EOC Pass Rate	2.0
FSA ELA Achievement	2.0
Bio I EOC Pass	2.0
U.S. History EOC Pass	2.0
Algebra II EOC Pass Rate	2.0

Targeted Barriers to Achieving the Goal 3

- Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach
- PD days and early release PD days.
- Common Planning time provided for content area teachers.
- Administrative Support.
- Textbooks/materials aligned to Florida Standards.

Plan to Monitor Progress Toward G1. 8

Administration will meet with PLCs monthly to monitor and discuss progress of the implementation

Person Responsible

Daniel Cordero

Schedule

Monthly, from 8/5/2016 to 5/26/2017

Evidence of Completion

PLC minutes; Lesson plans; Increasing school-wide scores on all state assessments; Increasing school-wide passing rate on all state assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through the implementation of effective teaching strategies to promote an environment of rigorous instruction which is aligned to current standards, we will increase scores on all state assessments by bridging the gap between our school and the state average by 2%. **1**

 G086986

G1.B2 Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking. **2**

 B231258

G1.B2.S2 PLC, Common Planning. **4**

 S243981

Strategy Rationale

Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS and new Florida Standards.

Action Step 1 **5**

Coaches provide content area and school-wide PD on Questioning techniques, Costa's Levels of Questioning, Bloom's Taxonomy in classroom instruction and student created work for use in classroom.

Person Responsible

Tod Baldwin

Schedule

Daily, from 8/5/2016 to 5/26/2017

Evidence of Completion

Lesson Plans; Observations; Student Scores Increasing; AVID Walkthrough data; Rigor and Relevance Checkup data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor through lesson plans and walkthroughs

Person Responsible

Tod Baldwin

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Scores on Benchmark, Progress Monitoring Assessments, Common Assessments throughout the year Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will look for increased evidence of higher order questions in lesson plans and in classrooms

Person Responsible

Tod Baldwin

Schedule

Monthly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Lesson plans and walkthrough data; Increased scores on Benchmark assessments and common assessments throughout the year; Increased scores school-wide on all state assessments; Increased passing rate school-wide on all state assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.MA1 M327540	Administration will look for increased evidence of higher order questions in lesson plans and in...	Baldwin, Tod	8/10/2015	Lesson plans and walkthrough data; Increased scores on Benchmark assessments and common assessments throughout the year; Increased scores school-wide on all state assessments; Increased passing rate school-wide on all state assessments	5/25/2016 monthly
G1.B2.S2.MA1 M327541	Administration will monitor through lesson plans and walkthroughs	Baldwin, Tod	8/10/2015	Scores on Benchmark, Progress Monitoring Assessments, Common Assessments throughout the year Lesson Plans	5/25/2016 weekly
G1.MA1 M327542	Administration will meet with PLCs monthly to monitor and discuss progress of the implementation	Cordero, Daniel	8/5/2016	PLC minutes; Lesson plans; Increasing school-wide scores on all state assessments; Increasing school-wide passing rate on all state assessments.	5/26/2017 monthly
G1.B2.S2.A1 A315876	Coaches provide content area and school-wide PD on Questioning techniques, Costa's Levels of...	Baldwin, Tod	8/5/2016	Lesson Plans; Observations; Student Scores Increasing; AVID Walkthrough data; Rigor and Relevance Checkup data	5/26/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of effective teaching strategies to promote an environment of rigorous instruction which is aligned to current standards, we will increase scores on all state assessments by bridging the gap between our school and the state average by 2%.

G1.B2 Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking.

G1.B2.S2 PLC, Common Planning.

PD Opportunity 1

Coaches provide content area and school-wide PD on Questioning techniques, Costa's Levels of Questioning, Bloom's Taxonomy in classroom instruction and student created work for use in classroom.

Facilitator

Literary Coach

Participants

Teachers, Coach, and Administration

Schedule

Daily, from 8/5/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S2.A1	Coaches provide content area and school-wide PD on Questioning techniques, Costa's Levels of Questioning, Bloom's Taxonomy in classroom instruction and student created work for use in classroom.	\$0.00
Total:			\$0.00