

The School District of Desoto

Desoto County High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	10
Title I Requirements	16
Budget to Support Goals	19

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title
Bremer, David	Principal
Langston, Cynthia	Assistant Principal
White, Joshua	Assistant Principal
	Dean

Duties

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

The leadership team consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council to help develop the SIP. The Leadership Team meets with Guidance, Department Heads and all staff members on a regular basis to review data, plan interventions, strategies, and progress of our students. The Principal is responsible to be in direct contract with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	77	71	116	374
One or more suspensions	0	0	0	0	0	0	0	0	0	45	34	28	19	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	46	30	23	13	112
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	200	159	98	35	492

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	92	66	55	37	250

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	1	0	27	29
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	2	18	20

Date this data was collected

Thursday 8/2/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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	

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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	

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA Achievement is the lowest performing component at DeSoto County High School. This has been an ongoing trend.

Which data component showed the greatest decline from prior year?

Only Social Studies Achievement made a slight decline of 1% from last year.

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

ELA Achievement had the biggest gap of 27 percentage points from the state average.

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

ELA Lowest 25 percentile showed the most improvement increasing 12% and surpassing the state average by 2%. This seems to be a trend as ELA Learning gains also increased by 7%

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

In Mid October of 2017 DeSoto County High School introduced the Achieve 3000 to their program. The focus and monitoring of data on the Level 1 and 2 readers seemed to make a difference.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	29%	56%	31%	31%	52%
ELA Learning Gains	43%	43%	53%	34%	34%	46%
ELA Lowest 25th Percentile	43%	43%	44%	27%	27%	38%
Math Achievement	34%	34%	51%	27%	27%	43%
Math Learning Gains	44%	44%	48%	29%	29%	39%
Math Lowest 25th Percentile	36%	36%	45%	26%	26%	38%
Science Achievement	49%	49%	67%	53%	53%	65%
Social Studies Achievement	55%	55%	71%	67%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	110 (112)	77 (61)	71 (49)	116 (72)	374 (294)
One or more suspensions	45 (9)	34 (61)	28 (15)	19 (14)	126 (99)
Course failure in ELA or Math	46 (249)	30 (133)	23 (53)	13 (48)	112 (483)
Level 1 on statewide assessment	200 (151)	159 (143)	98 (77)	35 (83)	492 (454)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	17%	17%	0%	53%	-36%
	2017	20%	30%	-10%	52%	-32%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2018	34%	34%	0%	53%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	31%	31%	0%	50%	-19%
Same Grade Comparison		3%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	44%	1%	65%	-20%
2017	43%	43%	0%	63%	-20%
Compare		2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	49%	1%	68%	-18%
2017	55%	54%	1%	67%	-12%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	21%	44%	-23%	62%	-41%
2017	18%	33%	-15%	60%	-42%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	36%	35%	1%	56%	-20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	33%	32%	1%	53%	-20%
Compare		3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	33	28	36	53	36	26	35		43	20
ELL	10	29	36	15	40					31	
BLK	24	42	40	28	44	31	38	26		64	22
HSP	25	43	45	33	45	35	44	55		68	56
MUL	33	45									
WHT	33	42	41	39	45	37	59	65		72	51
FRL	25	41	43	34	44	35	44	53		68	48
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	28	30	10	29	27	38	25		38	23
ELL	15	36		21	45					7	
BLK	15	23	16	15	22	15	19	24		65	41
HSP	28	39	35	27	34	31	46	54		63	51
MUL	14	38		20	36						
WHT	29	37	32	28	32	36	52	71		65	60
FRL	24	35	29	26	33	28	45	53		60	51

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	One area of focus will be to increase the FSA ELA Achievement in 9th and 10th grade.
Rationale	While 10th grade ELA Achievement Level increased by 3% to 34% , it still trailed the state by 19%. The 9th grade ELA Achievement Level decreased by 3% to 17%, trailing the state by 36%
Intended Outcome	By June of 2019, our combined 9th and 10th grade achievement level will increase from 29% to 40%
Point Person	Cynthia Langston (cynthia.langston@desotoschools.com)
Action Step	
Description	<p>Technology availability will be increased for all students by issuing Chromebooks to the students for them to keep 24/7. This will give the students the opportunity to use programs such as Kahn Academy and Achieve 3000 at home as well as school. 65" Bluetooth Screens are also being installed in every classroom to increase student/teacher interaction in the classroom.</p> <p>Teachers will begin the year focused on the "three C's". Curriculum, Collaboration, and Common Assessments. In Curriculum, Teachers are being asked to Upgrade their pacing guides and have been given a Unit Curriculum template to use in their planning to assure unpacking of the standards, common assessment, and target benchmarks to the standards are being taught in each unit. The Lesson Plan template also includes a collaboration piece to include the "we do" in planning.</p> <p>Student focus will be on the "AEIOU" in the classroom. Posters will be displayed to remind students of the importance to be actively involved in the classroom: Asking questions: Engage fully: Integrate new information: Open your minds to diverse views: and Utilize what you learn.</p> <p>WICOR strategies from AVID will be used in the classroom and Professional Development in WICOR strategies.</p> <p>Professional Development will be given to the Reading and Core Subject area teachers in Kahn Academy to understand it's correlation to SAT testing and FSA as well as strategies to teachers.</p> <p>Teachers will be receiving Marzano Training which is a tool for better understanding of the importance of standards based instruction and collaboration in the classroom as part of the evaluation process.</p> <p>Provide tutoring from all core academic content areas available after school for one hour, three days a week. This will give students more opportunity for one on one tutoring.</p> <p>Common assessments and data discussions will be assisted with the purchase of Test Prep, an online testing center that aligns tests to the standards. Curriculum guides and common standards and assessments will lead the bimonthly Leadership discussions</p> <p>Beginning stages of school-wide Strategic Instructional Model implementation (SIM) - research-validated, student-focused, comprehensive classroom based routines and strategies designed to support struggling students are in place.</p>
Person Responsible	David Bremer (dave.bremer@desotoschools.com)
Plan to Monitor Effectiveness	
Description	Administrators will meet with teachers bimonthly to inspect the unit curriculum plans and receive the weekly PLC committee reports. Walk through's will be done on a regular basis with a focus on collaboration taking place in the classroom. Taxonomy level will also be discussed from lesson plans and observation. Student grades and state assessment data will be collected to measure student growth.

Person Responsible David Bremer (dave.bremer@desotoschools.com)

Activity #2

Title Continue to monitor the progress of ELA Learning gains.

Rationale Although the gap was closed in learning gains with the state, the need is still there to bring learning gains to the state level

Intended Outcome It is the intention to increase ELA learning gains from 43% to 50%

Point Person Joshua White (joshua.white@desotoschools.com)

Action Step

Description Continue using Achieve 3000 program which was implemented last October of 2017. This program's differentiation capability allows teachers to work with groups of students in the same classroom while creating common lesson plans based on exile levels. Additional Professional Development will be given to the Intensive Reading Teachers to enhance their ability to read data and find prescriptions to increase student reading. Teachers will also develop a yearly Curriculum map and pacing guide, to ensure yearly curriculum standards are being taught. Provide tutoring from all core academic content areas available after school for one hour, three days a week. This will give students more opportunity for one on one tutoring

Person Responsible David Bremer (dave.bremer@desotoschools.com)

Plan to Monitor Effectiveness

Description Administration will receive monthly data reports from Achieve 3000 to evaluate student progress. Unit curriculum guides will be submitted and discussed with administration to collaborate with the data.

Person Responsible David Bremer (dave.bremer@desotoschools.com)

Activity #3	
Title	To increase the Math Achievement Level by 30%
Rationale	The math achievement level increased by 31% from the previous year. However, the gap is still 20 percentage points below the state average. Improvements need to be made for Math Achievement.
Intended Outcome	The intended outcome is for math efficiency to increase from 34 to 44%.
Point Person	David Bremer (dave.bremer@desotoschools.com)
Action Step	
Description	The math department will meet regularly developing a unit curriculum map to include the targeted standards, common assessments and what leads to it, content standards, and content topics. Administration will meet bimonthly with the department to inspect the unit curriculum. Kahn Academy will be utilized to help prepare students for the state assessments. Professional development in the prescription use of Kahn Academy will also be given. Provide tutoring from all core academic content areas available after school for one hour, three days a week. This will give students more opportunity for one on one tutoring. Common assessments and data discussions will be assisted with the purchase of Test Prep, an online testing center that aligns tests to the standards. Curriculum guides and common standards and assessments will lead the bimonthly Leadership discussions
Person Responsible	David Bremer (dave.bremer@desotoschools.com)
Plan to Monitor Effectiveness	
Description	Administration will have Bimonthly meetings with the math department to monitor the curriculum progress. Data chats will take place in the PLC meetings from the common assessments.
Person Responsible	David Bremer (dave.bremer@desotoschools.com)

Activity #4

Title Increase Science Achievement Level

Rationale The Science Achievement Level has flat lined in the past years. The 2018 achievement level was two points higher than the previous year at 49%, placing 18 percentage points below the state average.

The goal of DeSoto County High School is to raise the Science Achievement Level to 59

Intended Outcome

The Goal of DeSoto High School is to raise the Science Achievement level to 59%, a 20% increase from the current achievement level.

Point Person [no one identified]

Action Step

Description The Science Department has purchased new online textbooks for the 2018-19 school year. In addition, all students will be issued chromebooks to keep in their possession for the school year. This will give the teachers and students the ability to constantly collaborate and monitor the curriculum. Common assessments and data discussions will be assisted with the purchase of Test Prep, an online testing center that aligns tests to the standards. Curriculum guides and common standards and assessments will lead the bimonthly Leadership discussions. Provide tutoring from all core academic content areas available after school for one hour, three days a week. This will give students more opportunity for one on one tutoring.

Person Responsible Joshua White (joshua.white@desotoschools.com)

Plan to Monitor Effectiveness

Description Progress will be monitored during administrative walk-through and the Bimonthly Leadership meetings.

Person Responsible Joshua White (joshua.white@desotoschools.com)

Activity #5	
Title	Increase Achievement Level in Social Studies
Rationale	Achievement level dropped 1% from the previous year to 55%. 16% below the state average
Intended Outcome	The intent is to increase the achievement level to 66% by June of 2019.
Point Person	[no one identified]
Action Step	
Description	Research (Marzano, Pickering, and Pollock 2001) states the average percentile point gains on student achievement tests is 34% for students who do summarizing and note taking. Our focus in the classroom will be using WICOR strategies of writing, inquiry, collaboration, organization, and reading. Common assessments and data discussions will be assisted with the purchase of Test Prep, an online testing center that aligns tests to the standards. Curriculum guides and common standards and assessments will lead the bimonthly Leadership discussions. Provide tutoring from all core academic content areas available after school for one hour, three days a week. This will give students more opportunity for one on one tutoring.
Person Responsible	David Bremer (dave.bremer@desotoschools.com)
Plan to Monitor Effectiveness	
Description	Teachers and students will demonstrate use of focus notes being used in the classroom. WICOR strategies will be observed during walk-troughs, observing students highlighting text, collaborating with each other and demonstrating Costa's higher level of questioning during time of inquiry and collaboration
Person Responsible	David Bremer (dave.bremer@desotoschools.com)

Activity #6	
Title	Decrease the high absentee rate, students skipping class, and class tardies
Rationale	With 374 students absent over 90% of the time, 501 referrals for students skipping or being out of area, and an average of 40 tardies a day, a system needs to be developed to track students and assure they are not falling into "pockets" outside the classroom
Intended Outcome	The intended outcome is to reduce all infractions dealing with student attendance, skipping, and tardies in half from last year's number.
Point Person	Ermatine Jones (ermatine.jones@desotoschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a reward system for attendance called "Sweet Attendance" in which students who do not miss any school days for the month will receive a sweet treat during their lunch time. Items such as sweet tea, ice cream sandwiches, and moon pies will be offered to students who have perfect attendance for the month. 2. A more efficient and effective tracking system will be developed for students who are tardy to class. A tardy Kiosk will be located in three areas of the building for students to simply enter their ID number (or scan card) to receive their tardy slip to class. The Kiosk machine will be integrated into the Skyward System to give immediate data, documentation, and tracking information of each student. 3. ID Badges will be purchased for each student to wear and will be used to identify students and their placement in school. The badges will be integrated into our Skyward system to put any information from Skyward on the badges. Badges will also be color coded to identify certain students such as those in dual enrollment or students in the Co-op program. When students scan their badges, all information will be automatically uploaded into the Skyward System.
Person Responsible	David Bremer (dave.bremer@desotoschools.com)
Plan to Monitor Effectiveness	
Description	Monitoring of the data will be done by pulling up the data information in Skyward. Meetings with the Student Advisory Council will also be held for their input on the topic of Safety and Accountability at DeSoto High School.
Person Responsible	David Bremer (dave.bremer@desotoschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

- 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.
- * Request parents for Access to Parent Internet Portal to help monitor their students grades and attendance
- * Utilize the schools web page for information and responses to events and ideas.

PFEF Link

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

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

- 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.

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 professional learning communities (PLC) 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.

A Graduation Coach was added to the staff in order to work with students and parents helping them meet completion and graduation expectations and requirements.

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.

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.

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.

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, Ag. Sciences, Automotive and Lineman).

Part V: Budget

Total:

\$80,000.00