

Polk County Public Schools

Discovery High School



2019-20 Schoolwide Improvement Plan

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Discovery High School

640 EVENHOUSE RD, Lake Alfred, FL 33850

discoveryhighschool.org

Demographics

Principal: Darryl Jemison

Start Date for this Principal: 8/8/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: C (43%) 2016-17: D (37%) 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">76%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">65%</p>

School Grades History

Year	2018-19	2017-18	2016-17
Grade	C	C	D

School Board Approval

N/A

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.

"We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world."

Provide the school's vision statement.

Our vision and belief is that every student needs to succeed in the 21st century with an education that is both academically rigorous and “real-world” relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.

We believe that the Discovery High School family works together and shares responsibility for guiding our students’ education by:

- Providing a safe and orderly environment conducive to learning for students,
- Actively engaging students in the learning process through a variety of teaching strategies and modality styles,
- Encouraging students to value themselves and have an acceptance of cultural differences of ideas and feelings,
- Providing ongoing technological training for growth in a changing world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Whitehead, Mark	Assistant Principal	
Jemison, Darryl	Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	250	219	186	69	724
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	29	31	18	117
One or more suspensions	0	0	0	0	0	0	0	0	0	35	21	13	6	75
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	6	4	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	173	167	66	8	414

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	44	22	19	4	89

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	3	3	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - 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	22	16	11	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	8	8	2	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	14	6	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	59	15	0	120

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	3	1	0	6

Prior Year - 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	22	16	11	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	8	8	2	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	14	6	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	59	15	0	120

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	3	1	0	6

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	47%	56%	51%	44%	53%
ELA Learning Gains	47%	46%	51%	44%	41%	49%
ELA Lowest 25th Percentile	39%	37%	42%	29%	33%	41%
Math Achievement	31%	43%	51%	36%	37%	49%
Math Learning Gains	31%	45%	48%	17%	33%	44%
Math Lowest 25th Percentile	27%	44%	45%	10%	32%	39%
Science Achievement	55%	58%	68%	71%	56%	65%
Social Studies Achievement	66%	61%	73%	0%	60%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	250 (0)	219 (0)	186 (0)	69 (0)	724 (0)
Attendance below 90 percent	39 (22)	29 (16)	31 (11)	18 (0)	117 (49)
One or more suspensions	35 (8)	21 (8)	13 (2)	6 (0)	75 (18)
Course failure in ELA or Math	7 (7)	6 (14)	4 (6)	0 (0)	17 (27)
Level 1 on statewide assessment	173 (46)	167 (59)	66 (15)	8 (0)	414 (120)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	46%	45%	1%	55%	-9%
	2018	54%	43%	11%	53%	1%
Same Grade Comparison		-8%				
Cohort Comparison						
10	2019	44%	42%	2%	53%	-9%
	2018	45%	42%	3%	53%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				

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
2019	53%	54%	-1%	67%	-14%
2018	49%	59%	-10%	65%	-16%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	57%	9%	70%	-4%
2018	57%	57%	0%	68%	-11%
Compare		9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	50%	-27%	61%	-38%
2018	32%	60%	-28%	62%	-30%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	53%	-16%	57%	-20%
2018	34%	41%	-7%	56%	-22%
Compare		3%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	44	33	17	14	13					
ELL	18	35	37	7	24	32	20	30			
BLK	29	36	33	21	25	35	41	52			
HSP	44	50	38	30	34	27	48	60			
MUL	27	30									
WHT	59	50	55	40	32	26	73	77			
FRL	40	43	37	28	28	24	53	62			

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	19	20		31	40		20				
ELL	9	24	18	16	29	35	14				
BLK	40	42	22	26	42	39	30				
HSP	42	41	23	31	31	38	40	62			
MUL	36	50		43	42						
WHT	61	51	41	49	40	31	68	60			
FRL	47	47	28	33	37	41	47	55			

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
ELL	13	30	35	14	7		30				
BLK	35	43	33	30	13	8	69				
HSP	48	41	23	27	13	12	64				
WHT	59	48	31	46	21	7	79				
FRL	47	43	27	34	14	9	68				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
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Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was our Mathematics Learning Gains of the Lowest 25%. This was actually one of stronger components the year before. One of the factors was not sticking with the Algebra Nation curriculum for all classes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our biggest decline was our Mathematics Learning Gains of the Lowest 25%. We dropped 10%. One of the factors was not sticking with the Algebra Nation curriculum for all classes as well as not utilizing common assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Math Achievement had the greatest gap in comparison to the state average. One of the factors was not sticking with the Algebra Nation curriculum for all classes as well as not utilizing common assessments.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Social Studies Achievement showed the biggest improvement. Our teachers had a year working with the standards to ensure that students were prepared for the US History EOC. We also added some more experienced teachers to the subject who worked together on common assessments.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One of our biggest areas of concern is the Level 1s on State Assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Mathematics Achievement
2. Mathematics Learning Gains of the Lowest 25%
3. Mathematics Learning Gains
4. Language Arts Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improving our Learning Gains in Math for our Lowest Quartile
Rationale	Data shows that our learning gains in math for our lowest quartile had a big drop from the previous year. We had 32% of our students score a level 1 on the Algebra 1 EOC and 24% at a level 3 or above.
State the measurable outcome the school plans to achieve	We would like to improve our percentage in the learning gains in math for our lowest quartile to 40% for this year. Our ultimate goal is to exceed the state average.
Person responsible for monitoring outcome	Darryl Jemison (darryl.jemison@discoveryfl.org)
Evidence-based Strategy	We will place students that do not pass the EOC into intensive math where they will receive remediation on concepts that they are still struggling on. Teachers will use Algebra Nation during these classes.
Rationale for Evidence-based Strategy	We have researched best practices for working with students in the lowest quartile and have found that a strong math program is needed to assist these students. We have found Algebra Nation to be one of the best programs available.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students who do not pass the Algebra 1 EOC will be placed into Intensive Math 2. We will develop EOC bootcamps and study groups to help assist students 3. Our New Teacher Coach and Literacy Coach will both work with all teachers during SAMs and on early release days. 4. Our support coaches will help assist teachers by pulling individual or small groups as needed.
Person Responsible	Darryl Jemison (darryl.jemison@discoveryfl.org)

#2	
Title	Improve our ELA Achievement
Rationale	While our ELA learning gains in our lowest quartile improved, our overall ELA achievement dropped. We would like to continue improving in this area as it's good indicator of how our students are performing.
State the measurable outcome the school plans to achieve	We would like to increase our ELA Achievement to 50% for the 19-20 school year.
Person responsible for monitoring outcome	Darryl Jemison (darryl.jemison@discoveryfl.org)
Evidence-based Strategy	We have hired a full time Literacy Coach to help assist not only our ELA teachers but all teachers on campus as they will all play a part in reaching our goal.
Rationale for Evidence-based Strategy	The Literacy Coach will be able to assist teachers with reading and vocabulary strategies as well as pull individual students for assistance if needed.
Action Step	
Description	<ol style="list-style-type: none"> 1. Study groups will be developed to help assist students that are below grade level in ELA. 2. We will continue with the Reading Plus program as we saw good gains in our lowest quartile last year. 3. Our New Teacher Coach and Literacy Coach will work with teachers during SAMs and early release professional development 4. We will develop ELA Bootcamps for students that have not passed the FSA ELA.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Please see the attached DHS Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

Discovery High School ensures that the social-emotional needs of our students are being met by creating a network of administrators, teachers, and counselors who continually share information about our students. In the classroom and on campus, it is important to give students a voice through various ways to ensure their needs are being met. The following effort has been created to make sure each student fully participates in their education. Administrators, teachers and counselors are available before during and after school. Also, counselors are available during our one hour "FLEX" time to address any individual concerns. Furthermore, we engage in networking with various community providers/programs in efforts to increase the availability of services/resources for the population served.

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

A school visit is arranged for our 8th Graders coming from Discovery Academy and Ridgeview Global Studies that are interested in attending DHS to ease the transition of moving from middle to high school. Additionally, we hold informational parent meetings to assist in the transition and answer questions.

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.

Admin, ESE facilitator, grade level guidance counselor, and teachers meet to discuss student successes and challenges. Teachers also meet in subject area groups to discuss data and effective strategies and to collaborate on best instructional practices and lesson planning.

Data from teacher observation, student work, formative assessments, and summative assessments are used to identify students that are being unsuccessful. Tier 2 interventions are discussed and intervention strategies and goals are developed and implemented for students in need. Follow up with the student is done on a regular basis.

If students are not being successful, then changes in intervention strategies are developed and implemented. If Tier 2 interventions are not being successful the Leadership Team will meet to discuss Tier 3 options.

Title I, Part A, funds school-wide services to Discovery High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

The guidance department is responsible for the migrant students enrolled in Discovery High School, and they will be assisted by the school and by the District Migrant Education Program (MEP).

Title II- Professional development resources are available to Title I schools through Title II funds.

Title IV - Violence Prevention Programs- Our Dean is responsible for this prevention program. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Title IX- Homeless

The guidance department is responsible for the Hearth program, funded through Title X, which provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

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

In all grades, counselors review student data to determine the best academic course placement for students. Students are then placed into regular, Honors, or AP high school credit courses based on this data. Counselors present the elective options to all students, reviewing the choices at each level. AP courses provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Counselors describe each class and how the classes will aid students in different academic/career path, and students choose their top courses.

During FOCUS, leadership focused course, all students are taught effective research strategies and use those skills to develop a career/college ten year plan.

Students are encouraged to take ownership in academic performance through frequent data chats with teachers, students, and parents with student led conferences held twice a year. Student engagement is promoted through relevant and interesting instruction with opportunities to take college placement tests, such as the PERT and ACT. Students may also take Dual Enrollment course through DHS and Polk State College to earn college credits while still in high school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improving our Learning Gains in Math for our Lowest Quartile	\$0.00
2	III.A.	Areas of Focus: Improve our ELA Achievement	\$0.00
Total:			\$0.00