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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[ no web address on file ]

## Demographics

**Principal: Amy Bennett**

Start Date for this Principal: 7/6/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>23</b>

## Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

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### SIP Authority

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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.

The mission of the School District of Desoto is to prepare all students to be successful citizens and productive workers.

#### Provide the school's vision statement.

To provide the tools and resources necessary to promote growth necessary to graduate and enter adulthood college and/or career ready.

### 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
McGill, Sally	Assistant Principal	Oversee employees and students at DeSoto Secondary School; Monitor student progression; complete grad plans and make scheduling decisions; serve as only on-site administrator responsible for day to day routines.

### 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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	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 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	0	0	0	0	0

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	0	0	0	0	0
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)**

3

**Date this data was collected or last updated**

Thursday 8/1/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0

**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	0%	0%	61%	0%	0%	57%
ELA Learning Gains	0%	0%	59%	0%	0%	57%
ELA Lowest 25th Percentile	0%	0%	54%	0%	0%	51%
Math Achievement	0%	0%	62%	0%	0%	58%
Math Learning Gains	0%	0%	59%	0%	0%	56%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	50%
Science Achievement	0%	0%	56%	0%	0%	53%
Social Studies Achievement	0%	0%	78%	0%	0%	75%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )
One or more suspensions	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )
Course failure in ELA or Math	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )
Level 1 on statewide assessment	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	10%	32%	-22%	54%	-44%
	2018	0%	33%	-33%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison		10%				
07	2019	0%	29%	-29%	52%	-52%
	2018	0%	34%	-34%	51%	-51%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	40%	-40%	56%	-56%
	2018	0%	37%	-37%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	37%	-37%	55%	-55%
	2018	0%	17%	-17%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	10%	17%	-7%	53%	-43%
	2018	0%	34%	-34%	53%	-53%
Same Grade Comparison		10%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	9%	36%	-27%	55%	-46%
	2018	0%	35%	-35%	52%	-52%
Same Grade Comparison		9%				
Cohort Comparison		9%				
07	2019	18%	33%	-15%	54%	-36%
	2018	0%	36%	-36%	54%	-54%
Same Grade Comparison		18%				
Cohort Comparison		18%				
08	2019	0%	8%	-8%	46%	-46%
	2018	0%	17%	-17%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
08	2019	0%	29%	-29%	48%	-48%
	2018	0%	28%	-28%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	49%	-49%	67%	-67%
2018	10%	44%	-34%	65%	-55%
Compare		-10%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	9%	43%	-34%	71%	-62%
2018	0%	46%	-46%	71%	-71%
Compare		9%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	31%	58%	-27%	70%	-39%
2018	29%	49%	-20%	68%	-39%
Compare		2%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	40%	-40%	61%	-61%
2018	0%	44%	-44%	62%	-62%
Compare		0%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	39%	-39%	57%	-57%
2018	0%	35%	-35%	56%	-56%
Compare		0%			

### 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
HSP										6	
WHT										15	
FRL										7	
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
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

### 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)	CS&I
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	17
Total Components for the Federal Index	3
Percent Tested	92%

### Subgroup Data

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

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	
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	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	6
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
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.**

Data in all areas demonstrate low performance in all grade levels with a sufficient number of test subjects to warrant a percentage measure. One contributing factor is the student population being served at DeSoto Secondary School, formerly DeSoto Alternative Program. Many of our students are alternatively placed due to behavior problems at their home schools or felony charges accrued both at school and in the community..

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

There is not sufficient longitudinal data to draw any meaningful, relevant conclusions based on comparison data. The testing areas showing data for SY 17-18 and SY 18-19 do not show any decline from one year to the next. This is likely due to the relatively small number of students testing for each grade level and/or test subject. This is expected to change as student enrollment has more than doubled since the beginning quarter of SY 2018-2019.

**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.**

Gaps for all subject areas, regardless of grade level, are considerably below both district and statewide averages. EOC's aside, the gaps between school and state averages for 6th grade ELA and math (-44% and -46%); 7th grade math (-36%) and 10th grade ELA (-43%) are notable. One contributing factor is the student population being served at DeSoto Secondary School, formerly DeSoto Alternative Program. Many of our students are alternatively placed due to behavior problems at their home schools or felony charges accrued both at District traditional schools and in the community. Furthermore, enrollment is fluid throughout the year with students being alternative placed and others transferring back to their "home schools" throughout the year.

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

No areas show any significant improvement based on the longitudinal data available.

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

- (1) The primary area of concern is ELA across all grade levels. Without fundamental reading comprehension skills at middle school level, student success on high school EOCs and other tests is unlikely.
- (2) Development of basic math skills necessary to demonstrate proficiency on grade level math assessments.
- (3) Improve attendance and graduation rate.

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

1. Increased emphasis on reading to include fluency and comprehension with an emphasis on reading in the content area.
2. Increased proficiency in math applications and reasoning in mathematics.
3. Increase in attendance and graduation rate.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Reading Proficiency; Individual Student Growth
<b>Rationale</b>	Students must be able to read to demonstrate success in most every area of their lives, both school-related and not. Students in grades 6 scored -22% lower compared to those at the District's only traditional middle school and -44% lower than the state average. Further, 10th grade students scored -7% below the district average and -43% below the state average. This gap continues as one reviews the discrepancy between proficiency levels at the school, district, and state levels on EOCs for Civics, Biology, and US History, assessments that rely heavily on a student's ability to read and comprehend the assessment.

<b>State the measurable outcome the school plans to achieve</b>	In testing groups of 10 or more, DSS will decrease the gap between school and statewide data by 10% as compared to this year's difference. For example, the difference between DSS 6th grade ELA scores and the state average during SY 18-19 was -44%, our initial school year goal is to decrease that gap by 10%, or 4.4% (44.0 - 4.4 = 39.6% >> 40%).
<b>Person responsible for monitoring outcome</b>	Sally McGill (sally.mcgill@desotoschools.com)
<b>Evidence-based Strategy</b>	<p>(1) District recommended reading program "Wit and Wisdom" will be used in the middle school classrooms. All middle school students will have intensive reading classes that are direct-taught rather than computer-based. More one-on-one help is currently available to students that are struggling due to an increase in staff since SY 2018-2019. (subgroup: Caucasian)</p> <p>(2) Increased use of cooperative learning groups. The teacher as a facilitator of a cooperative learning group encourages communication among peer groups. Gestures and private praise should be used as a way of communicating. (subgroup: Hispanic)</p> <p>(3) Teacher-directed instruction in, and practice with, affixes, bases and roots. When teaching these in context and allowing students to analyze words by breaking them apart, we can help students build word analysis and attack skills to help them determine the meaning of unknown words. This will help build additional vocabulary, which will in turn help to develop deeper comprehension of text and speech. (subgroup: economically disadvantaged)</p>
<b>Rationale for Evidence-based Strategy</b>	<p>(1) Data collected from schools using the Wit and Wisdom reading program demonstrated an improvement in Reading and ELA test scores as is evidenced by both the district progress monitoring tool as well as the state-mandated ELA assessments for grades 3-8. Research also supports individualized instruction as a primary causal strategy influencing student reading comprehension gains. (subgroup: Caucasian)</p> <p>(2) Use of cooperative learning groups that are more peer led/teacher facilitated will allow for the teacher to observe and implement communication techniques that lend to greater participation and growth among Hispanic students. Allowing the Hispanic student to participate in learning activities in a group setting releases some of the fear of being singled out among peers while also allowing for the teacher to offer praise and feedback in a way that does not cause unnecessary discomfort. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together</p>



though face-to-face interaction so that they can subsequently perform higher as individuals. (subgroup: Hispanic)

(3) Studies show that children entering public schools from poorer households have heard 5 million fewer words in their short lifetimes than their more economically secure counterparts. In addition economically disadvantaged students are less likely to have traveled or have to been exposed to the fine arts. Essentially, poorer children have much less background knowledge than those from financially secure homes. Direct instruction of roots, bases, and affixes will help bridge the gap in background knowledge by allowing EDS more opportunity to make connections between known and unknown terms to help improve success determining the meanings of unknown words in context. (subgroup: economically disadvantaged)

**Action Step**

1. Adoption of reading program that has proven to help drive student achievement
2. Addition of middle school reading to all student schedules
3. Direct taught reading instruction, as opposed to computer-based delivery, to include vocabulary instruction
4. Increased one-on-one attention for struggling readers; small cooperative groups
5. Lesson planning to be based on data progress monitoring results to address areas of deficit on an individual basis

**Person Responsible**

Sally McGill (sally.mcgill@desotoschools.com)

#2	
<b>Title</b>	Math Proficiency; Individual Student Growth
<b>Rationale</b>	Students must be proficient in math to achieve success in school and in real-life situations. Students in grade 6 scored - 27% lower compared to those at the middle school and -46% lower than the state average. Further, 0% of students demonstrated mastery in Algebra or Geometry.
<b>State the measurable outcome the school plans to achieve</b>	In testing groups of 10 or more, DSS will decrease the gap between school and statewide data by 10% as compared to this year's difference. For example, the difference between DSS 6th grade math scores and the state average during SY 18-19 was -46%, our initial school year goal is to decrease that gap by 10%, or 4.6% ( $46.0 - 4.6 = 41.4\% \gg 42\%$ )
<b>Person responsible for monitoring outcome</b>	Sally McGill (sally.mcgill@desotoschools.com)
<b>Evidence-based Strategy</b>	<p>(1) Develop and maintain systems to assess and track student mastery of standards. More one-on-one help is currently available to students that are struggling due to an increase in staff since SY 2018-2019. (subgroup: Caucasian)</p> <p>(2) Increased use of cooperative learning groups. The teacher as a facilitator of a cooperative learning group encourages communication among peer groups. Gestures and private praise should be used as a way of communicating. (subgroup: Hispanic)</p> <p>(3) Teacher-directed instruction in, and practice with skills review. Real-world applications to make learning math relevant to real-life situations. Teacher-led small group instruction to supplement APEX online program. (economically disadvantaged)</p>
<b>Rationale for Evidence-based Strategy</b>	<p>(1) Data collected from district progress monitoring tool will be used to track student growth by standard. FSA scores will be used to determine student growth which will impact the DSS school improvement rating. Research also supports individualized instruction as a primary causal strategy influencing gains in mathematics. (subgroup: Caucasian)</p> <p>(2) Use of cooperative learning groups that are more peer led/teacher facilitated will allow the teacher to observe and implement communication techniques that lend to greater participation and growth among Hispanic students. Allowing the Hispanic student to participate in learning activities in a group setting releases some of the fear of being singled out among peers while also allowing for the teacher to offer praise and feedback in a way that does not cause unnecessary discomfort. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together through face-to-face interaction so that they can subsequently perform higher as individuals. (subgroup: Hispanic)</p> <p>(3) Research shows that children entering public schools from economically disadvantaged households have less educated parents than those from more affluent homes. Poorer students are less likely to have traveled or been exposed to the fine arts. Economically challenged children lack the background knowledge of their more financially secure counterparts. For this reason, it is important to make real world connections to make the students understand "why" they need to learn the work they are being asked to do. (subgroup: economically disadvantaged)</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Additional staff on hand to provide more individualized assistance</li><li>2. Embedded mediation during the school day</li><li>3. Mediation and extra help offerings both before and after school</li><li>4. Direct taught mathematics instruction as opposed to strictly computer -based deliver of content material</li><li>5. Remediation lesson planning based on progress monitoring data to address areas of deficit on an individual basis</li></ol>
<b>Person Responsible</b>	[no one identified]

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<b>#3</b>	
<b>Title</b>	School Attendance and Graduation Rate
<b>Rationale</b>	<p>Students cannot learn if they are not present at school. Alternative schools have additional challenges with regard to absences because they are often the "last chance" placement option for those that are habitually truant or likely to drop-out.</p> <p>Graduation rate for DAP was a mere 10%</p> <p>DeSoto Secondary School plans to increase attendance rates to &gt;80% which is considerably higher than the standard attendance during SY 2018-2019.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>DSS hopes to maintain the percentage of students taking state-mandated assessments. In SY 18-19, 92% of students enrolled tested. The goal for SY 2019-2020 is that &gt;90% of students are tested to meet the minimum requirement to be eligible for the highest school improvement ranking.</p> <p>The graduation rate will increase by at least 10%.</p>
<b>Person responsible for monitoring outcome</b>	Sally McGill (sally.mcgill@desotoschools.com)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>(1) Recognition of students with perfect attendance in a given time-frame</li> <li>(2) Daily robo calls home for all students absent from school</li> <li>(3) Phone calls home for all students missing 2 or more consecutive unexcused absences</li> <li>(4) Home visits will be conducted for students displaying a pattern of non-attendance</li> <li>(5) Attendance contracts for students with 5 absences</li> <li>(6) Referrals to Cins/Fins or truancy court for students that have been unsuccessful in adhering to attendance contracts or District attendance requirements as outlined in the Student Handbook and on the District website.</li> <li>(7) Addition of new position- Dropout Prevention Specialist/Graduation Coach</li> <li>(8) College and Career events</li> <li>(9) Regular updates to grad plans and monthly consult with Guidance Counselors</li> </ol> <p>(1) Students are typically receptive to positive recognition. At-risk students, which represent a considerable percentage of most alternative schools, are not accustomed to positive feedback and generally respond well to incentives and encouragement.</p> <p>(2-4) Contacts home for absent students help keep parents/guardians aware of student absences. With secondary students, there is a higher propensity for absenteeism without parent/guardian knowledge.</p> <p>(5) Contracts make students and parents/guardians more accountable for improving student attendance. The signatures designate that those signing are promising to adhere to the criteria outlined in the contract. This contract is admissible at truancy court.</p> <p>(6) Parents seeking assistance with their children with regard to school attendance may request assistance from an outside entity such as Cins/Fins or the YMCA.</p> <p>(7) Dropout Prevention/Graduation coach is responsible for Strategies 3-5 above. In addition, he will provide ESE and ELL support. He will be visible on campus and will offer additional support to students needing extra motivation to stay focused on their academic goals.</p> <p>(8) Exposing students to options for post-high school opportunities may help guide goal setting for post-high school careers as well as vocational and college programs</p>
<b>Rationale for Evidence-based Strategy</b>	

(9) Review of grad plans with Guidance Counselors will ensure that students know where they are on their path to graduation and will help students choose the courses that they need depending on their future plans.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Daily tracking of attendance</li> <li>2. Parent/Guardian contact made for student absences</li> <li>3. Home visits for students with excessive absences</li> <li>4. Attendance contracts with parent and student signatures guaranteeing improved attendance effort</li> <li>5. Student and/or family counseling referrals for habitually truant students</li> <li>6. Truancy court intervention as recommended by Director of Student Services</li> </ol>
<b>Person Responsible</b>	Sally McGill (sally.mcgill@desotoschools.com)

**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).**

- (1) Reestablish the positive school climate of SY 2018-2019.
- (2) Reestablish the school "family atmosphere" present in SY 2017-2018 and SY 2018-2019 that resulted in 100% employee retention.
- (3) Set school-wide expectations for staff and student attendance.
- (4) Recognize and incentivize both students and staff for (a) attendance and (b) exemplary effort and dedication put forth to make DeSoto Secondary School a positive learning environment.

**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.**

DeSoto Secondary School has reached out to several community members to help provide resources to improve the relationships between parents, students, families, staff, and students. Several businesses have provided incentives that will be used to help promote family involvement at school activities. Some contributors include McDonalds, Chilis, State Farm Insurance, the Mott family as well as several others.

Through the use of social media platforms and our new district web-page, DSS is better able to share the goings-on of the school as well as share information concerning upcoming events such as open houses, College and Career Days, voter registration opportunities, and Title One activity nights. In addition to using the internet to distribute information, newsletters and or event announcements will be sent home with students as well.

**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.**

Check and Connect Mentors are assigned to ESE students that need additional support.

Counseling recommendations are readily available to (1) individual students seeking to refer themselves (2) teachers with concerns for students (3) administrators or other staff members (4) student peers with recommendations for fellow classmates (5) parent/guardians seeking counseling for their children/ children in their care

Both school provided counselors, as well as outside counselors, meet with students during school hours at no expense to the individual/family receiving services.

Additional services are offered through the Department of Student Services.

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

The MTSS Problem-Solving team at Desoto Alternative meets on an as-needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district-level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example, social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Desoto Psychiatric and Project HOPE, also vocational instructors (establish a partnership with businesses so students will have an opportunity to continue to develop their vocational skills).

**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.**

College and career readiness is one of the main focuses for the Desoto Alternative Program tries to prepare our students for their successful futures. Desoto Alternative has partnered with the South Florida State Florida College which offers a variety of programs for students to develop career readiness post education. College readiness is also discussed with our students looking to attend post-secondary

education. Our school weekly guidance with both high/middle school counselors discuss options and possibilities with our students when developing their schedules after their orientation to the program.

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

So far, two College and Career Day(s) have been planned specifically for DeSoto Secondary School students. The first, to be held September 17, 2019, will focus more on the "Career" side of things on a more local level. The students of DSS are also invited to attend College and Career Day in October at DeSoto County High School. Representatives attending the September 17th event include, but are not limited to: DeSoto County Sheriff's Office, Arcadia Police Department, DeSoto Memorial Hospital, Publix local and corporate, Walmart retail and distribution center, Suncoast Federal Credit Union, MidCoast CU, Seacoast Bank, Chili's, Beef O'Bradys, and multiple other local and franchised restaurants and retailers. Also attending will be representatives from vocational programs to include areas of interest including auto mechanics, cosmetology, linesmen programs to name a few as well as Directors for Admission from South Florida State College, Edison State College, FGCU and colleges in the area.

**Part V: Budget**

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

1	III.A.	Areas of Focus: ELA Reading Proficiency; Individual Student Growth	\$0.00
2	III.A.	Areas of Focus: Math Proficiency; Individual Student Growth	\$0.00
3	III.A.	Areas of Focus: School Attendance and Graduation Rate	\$0.00
<b>Total:</b>			<b>\$0.00</b>