

Hillsborough County Public Schools

Durant High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	27
Budget to Support Goals	28

Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

Demographics

Principal: Gary Graham

Start Date for this Principal: 6/10/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: C (53%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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

This plan is pending approval by the Hillsborough 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	28

Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

This plan is pending approval by the Hillsborough 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.

The administration, faculty, and staff of Durant High School are dedicated to providing a quality education for every student. We are committed to providing opportunities where academics, athletics, and the arts complement each other. We offer an educational program that promotes a variety of learning environments and recognizes the unique capabilities of students.

By working with parents and the community, we provide opportunities for students to become aware of career choices and the world of work. By creating a nurturing social environment, we provide students the opportunity to develop a positive self-image, to realize their own academic potential and to gain realistic insights into their roles in society. We encourage students to develop an awareness of the rights and cultural values of others toward an awareness of the needs of the environment, and to promote appropriate attitudes toward citizenship.

As professionals with a commitment to high expectations and with mutual respect, we are dedicated to creating a positive atmosphere which encourages individual achievement, enhances student responsibility, builds community support, and conveys the principles and ideas of our democratic society.

Provide the school's vision statement.

Durant High School will foster growth through the attainment of knowledge by Durant High School students and will challenge students to become productive, responsible citizens in pursuit of their dreams.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Graham, Gary	Principal	School administrator
Popa, Holly	Teacher, K-12	School Advisory Committee Chair and Reading Teacher
Culpepper, Candace	Assistant Principal	School Administrator for Athletics and Building
Watson, Mark	Assistant Principal	School Administrator for Curriculum

Demographic Information

Principal start date

Wednesday 6/10/2020, Gary Graham

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: C (53%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 .	

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	598	612	563	544	2317
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	191	216	182	139	728
One or more suspensions	0	0	0	0	0	0	0	0	0	11	13	6	10	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	125	130	112	90	457
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	104	117	0	0	221

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	65	87	77	67	296

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	39	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

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	
Number of students enrolled	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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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	
Students retained two or more times	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	54%	56%	56%	49%	52%	53%
ELA Learning Gains	50%	54%	51%	48%	50%	49%
ELA Lowest 25th Percentile	35%	41%	42%	42%	39%	41%
Math Achievement	49%	49%	51%	43%	51%	49%
Math Learning Gains	51%	48%	48%	42%	47%	44%
Math Lowest 25th Percentile	47%	45%	45%	34%	38%	39%
Science Achievement	73%	69%	68%	61%	62%	65%
Social Studies Achievement	78%	75%	73%	77%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	55%	-1%	55%	-1%
	2018	50%	53%	-3%	53%	-3%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	54%	53%	1%	53%	1%
	2018	49%	52%	-3%	53%	-4%
Same Grade Comparison		5%				
Cohort Comparison		4%				

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	71%	66%	5%	67%	4%
2018	76%	62%	14%	65%	11%
Compare		-5%			
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	77%	73%	4%	70%	7%
2018	78%	70%	8%	68%	10%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	63%	-34%	61%	-32%
2018	31%	63%	-32%	62%	-31%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	57%	4%	57%	4%
2018	56%	56%	0%	56%	0%
Compare		5%			

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	18	29	22	28	39	37	49	48		88	36
ELL	13	33	31	25	33	33	48	43		94	45
ASN	67	58		82	82		85	83			
BLK	38	43	38	31	39	32	59	63		95	37

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	40	40	29	40	46	42	64	67		96	59
MUL	60	54	58	42	50		71	86		94	73
WHT	65	58	39	61	56	55	81	87		96	62
FRL	41	44	31	41	45	42	68	72		93	52
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	13	28	32	16	40	51	59	59		88	23
ELL	6	32	36	15	40	40	45	58		81	45
ASN	48	45		45	60		73			100	57
BLK	34	41	32	20	41	53	69	58		90	29
HSP	41	47	40	38	48	37	78	75		91	47
MUL	59	56		61	60		88	79		95	42
WHT	61	56	47	56	58	51	84	81		93	61
FRL	38	45	37	35	49	44	76	70		85	42
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	19	40	35	17	23	22	26	59		84	19
ELL	10	32	31	20	36	44	23	53		65	37
ASN	72	53		68	47		75			91	50
BLK	33	44	51	26	37	45	46	58		88	40
HSP	38	41	36	36	43	37	52	75		85	39
MUL	50	38		59	39		71	82		88	60
WHT	58	54	47	48	43	27	70	81		91	49
FRL	35	43	41	35	42	38	54	70		85	33

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	647
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The bottom quartile in reading has seemed to struggle by a point or two in years past. However, in 2019, this group really struggled. In fact, there was a drop of 6%. Our 9th grade students struggled to be successful during the year. They were a difficult class to teach, guide, and lead. This difficulty has reflected in their scores. Additionally, Our SWD subgroup is below the federal index as well. Many of these students are in the bottom quartile as well. We are going to offer tutoring at various times and we are going to teach the students learning strategies to help them improve their grades and learning.

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

See part a question for part of the answer.

The Biology EOC scores were also lower by 8% in 2019. The 10th grade biology students in 9th grade took physical science and not biology. These students took biology in 10th grade (2019) and for whatever reason were not as successful on the EOC even with the extra year of science as the students in 2018.

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.

Bottom Quartile ELA (See part a question)

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

Our reading achievement (3%) and math achievement (4%) increased. This growth happened because our math coach and teachers tutored and guided their students during the year. Our 10 grade reading and English teachers worked with rigor with their students. Our 10th grade students did show more growth than our 9th grade students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We are gathering the information for this question. However, in the past, our school has been working on raising the student attendance rate and lowering discipline incidents. As a school, we offer various student incentives to help with these issues. Depending on our final data numbers for this year, we may adjust our focus. However, raising attendance and increasing better student behavior will always be important.

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

1. Raise the Bottom Quartile ELA Scores
2. Raise the SWD Subgroup Federal Score
3. Improve School Climate
4. Lower Absent Rate
5. Lower Discipline Issues

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The bottom quartile in reading has seemed to struggle by a point or two in years past. However, in 2019, this group really struggled. In fact, there was a drop of 6%. Our 9th grade students struggled to be successful during the year. They were a difficult class to teach, guide, and lead. This difficulty has reflected in their scores. Additionally, Our SWD subgroup is below the federal index as well. Many of these students are in the bottom quartile as well. We are going to offer tutoring at various times and we are going to teach the students learning strategies to help them improve their grades and learning.
Measurable Outcome:	For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements. We are trying to raise our SWD percentage for ESSA to above 41%. At the end of the year, we will determine our success when the ESSA data is released.
Person responsible for monitoring outcome:	Gary Graham (gary.graham@hcps.net)
Evidence-based Strategy:	Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.
Rationale for Evidence-based Strategy:	We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interest in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. ESSA DATA (SWD) Plan: over the course of the year, we will be creating, following, and documenting the lesson plans and strategies used with our SWD population. *We will be asking teachers to submit lesson plans using SWD strategies from the following steps. 1. At a faculty meeting, teachers will be creating a list of strategies to be used in the teacher's lessons. 2. Based on the list, professional development will be offered to teachers. 3. Teachers will create and use at least five of these strategies in lesson plans. Sample Strategies: Tutoring/Mentoring by teachers/peers, Chunking, Learning Targets on posted posters, Scaffolding Lessons, Study Guides/Notes, Self Advocacy Training, Teacher IEP Training, Teacher led PD (eg: Kagan & CRIS), Verbal/Written Directions, Textmarking & Notetaking, WICOR/AVID, Parent Workshops, Student Incentives, CoTeach Workshops, Use Multi-sensory Strategies, Audio Recordings, & Test Taking Skills
2. Monthly Meetings: we will touch base with the faculty about issues or questions they may have when we have our quarterly meeting/ online discussion. Our administration will be providing feedback to teachers and collecting samples of the five strategies. Each month, we will be highlighting a teacher using successfully in their classroom/ lesson plans.

Person Responsible Holly Popa (holly.popa@hcps.net)

#2. Instructional Practice specifically relating to ELA

1. Bottom quartile (ELA) lower by 6% in 2019.
2. EOC Biology scores lower by 8% in 2019.
3. Math Learning Gains lower by 2% in 2019.
4. ELA Learning Gains lower by 1% in 2019.

We realize our goal is related to ELA, but we realize being able to read affects more than the ELA test. The students' abilities to process information is critical. Being a fluent reader affects every subject area. We have seen the struggling readers not do well on all the EOC's and ELA tests and this needs to improve.

**Area of
Focus
Description
and
Rationale:**

The bottom quartile in reading has seemed to struggle by a point or two in years past. However, in 2019, this group really struggled. In fact, there was a drop of 6%. Our 9th grade students struggled to be successful during the year. They were a difficult class to teach, guide, and lead. This difficulty has reflected in their scores. Additionally, Our SWD subgroup is below the federal index as well. Many of these students are in the bottom quartile as well. We are going to offer tutoring at various times and we are going to teach the students learning strategies to help them improve their grades and learning.

The Biology EOC scores were also lower by 8% in 2019. The 10th grade biology students in 9th grade took physical science and not biology. These students took biology in 10th grade (2019) and for whatever reason were not as successful on the EOC even with the extra year of science as the students in 2018.

Our reading achievement (3%) and math achievement (4%) increased. This growth happened because our math coach and teachers tutored and guided their students during the year. Our 10 grade reading and English teachers worked with rigor with their students. Our 10th grade students did show more growth than our 9th grade students.

**Measurable
Outcome:**

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will hopefully see score and performance improvement on the EOC's and ELA tests at the end of the school year.

**Person
responsible
for
monitoring
outcome:**

Gary Graham (gary.graham@hcps.net)

**Evidence-
based
Strategy:**

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

**Rationale
for
Evidence-
based
Strategy:**

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interest in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. SAT/ACT/PSAT Workshops: our reading coach (reading) and math coach (math) for every SAT and ACT test offers a Saturday Bootcamp the week before the test. Also, there will be bootcamps offered at various times for the preparation of the PSAT test.
2. Bottom Quartile Tutoring: A few times a month, we will be offering reading tutoring for the bottom quartile 9th and 10th grade students. The tutoring will give parents a chance to give their students some extra reading practice. The tutoring will use multi-grade level passages and topics. We are offering this tutoring due to FSA score data from last year. The reading growth fell for all students especially the bottom quartile.
3. The math and science department teachers offer tutoring each week. There is a weekly schedule created by the teachers in those departments when school begins. More Information will be posted.

Person Responsible Holly Popa (holly.popa@hcps.net)

#3. Culture & Environment specifically relating to Early Warning Systems

We are gathering the information for this question. However, in the past, our school has been working on raising the student attendance rate and lowering discipline incidents. As a school, we offer various student incentives to help with these issues. Depending on our final data numbers for this year, we may adjust our focus. However, raising attendance and increasing better student behavior will always be important.

Area of Focus Description and Rationale:

Students want to feel safe and treat each fairly. Also, the students want opportunities to learn about good character, bullying, health (sex) education, discrimination issues, with a variety of learning strategies, be assigned helpful homework, be mentored, learn about goal setting, and be recognized & rewarded for good work.

Our students want to basically be fully involved and informed about issues in education. The students want to be treated as an equal partner in the learning process. They have needs and issues that should be addressed and not ignored.

Also, our EWS data needs to improve. We need less failures in ELA and math, higher testing scores, less suspensions and discipline problems, and better attendance. If we can get better behavior and more attendance, the student achievement will increase hopefully.

Measurable Outcome:

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will determine if student feelings have changed/improved on the climate surveys at the end of the year. Also, if our EWS numbers improve, then the activities and strategies used were helpful.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

Evidence-based Strategy:

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Rationale for Evidence-based Strategy:

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interest in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. Student Incentives: for each quarter of the year, the students will be given the opportunity to be awarded with an incentive if they complete the requirements.

Quarter 1- welcome back treats for all students returning to school.

Quarter 2- any student earning the honor roll will be given an athletic ticket pass.

Quarter 3- any student showing grade improvement in at least one class or maintaining the honor roll, have no discipline, and 3 or fewer absences will be allowed to attend a faculty student basketball game or a movie.

Quarter 4: students will participate in drawings for gift cards. Each week, students will have the chance to earn attendance tickets in their classes. The tickets are earned simply by coming to school. On randomly

assigned periods and days, the students will be given the tickets.

2. Freshman Friendly: some of our students have created an welcoming committee for the incoming ninth graders. The students meet during the summer and plan. The first few weeks, the students wear signs saying "Freshman Friendly". The new students are able to get help from older students who will not ridicule them. This is a student created and led activity that has become tradition under the guidance of our Student Services Specialist.

3. Encouragement Posters: these posters will be posted in the hallways of the building. the posters are designed to encourage students to keep trying to have a great academic and social school year.

4. TV Production Story Coverage: under the guidance of the TV Productions teacher, students will be highlighting SAC/SIP activities in video clips/segments on DHS Today.

5. Student of the Month: there will be two students of the month picked by the teachers and staff. One is for the whole student body. The other will be from our EWS students.

Person Responsible Holly Popa (holly.popa@hcps.net)

#4. Other specifically relating to School AVID Certification**Area of Focus Description and Rationale:**

Our AVID Teacher has been working on growing our AVID classes into a great program. The AVID students love the program and it has made them grow into wonderful learners. The next step for our school is to become an AVID certified school. We have been trying to achieve this for the past couple years; we are a few points away. Demonstrating school-wide usage would make us eligible for school certification. It is our determination to get our faculty to support this by using AVID strategies in their lesson plans and classrooms.

Measurable Outcome:

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will know if we have achieved this goal if we are able to become AVID certified at the end of the current school year.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

Evidence-based Strategy:

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Rationale for Evidence-based Strategy:

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interest in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. AVID Strategies: Our AVID Team during preplanning is going to train the faculty with five strategies acceptable to the AVID program. Many of these strategies are also helpful in scaffolding learning for our SWD students. We will touch base with the faculty about issues or questions they may have when we have our quarterly meeting/ online discussion. Our administration will be providing feedback to teachers and collecting samples of the five strategies. Each month, we will be highlighting a teacher using successfully in their classroom/ lesson plans.

2.Character/Citizenship Lessons & AVID/Academic Language Monthly Vocabulary: monthly vocabulary words are taught by using a suggested AVID strategy throughout all subjects in the school. We want the faculty to use RIGOR AVID Strategies. We will be incorporating Culturally Relevant Teaching Vocabulary into these lessons. Each month, we will be introducing a word designed to help the students learn use in their daily lives when dealing with peers, adults, family, and the community. Our AVID Team will be organizing the monthly meetings and gathering evidence of use. The faculty will meet on the 3rd or 4th Monday of each month and create a lesson for school-wide usage.

3. Highlight Successful Avid Student: each month, we will highlight an AVID student who has demonstrated usage of AVID skills in their academic classes and personal learning.

Person Responsible

Holly Popa (holly.popa@hcps.net)

#5. Culture & Environment specifically relating to Parent Involvement**Area of Focus
Description
and
Rationale:**

Parents want to participate in workshops, learn how to help their children's learning, and to be kept informed about academic issues, invited to school activities, participate on school committees, learn about SAC & PTSA, be informed about social programs & issues effecting their children & education, and be kept informed about issues surrounding the school.

The above mentioned items are from our yearly climate survey results. Our parents are letting us know, we have to do a better job reaching them. We need parental support when educating their children. Parents want and need to be included. Parents are our best ally in getting our students to learn better.

Measurable Outcome:

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will determine if parents feelings have changed/improved on the climate surveys at the end of the year.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

Evidence-based Strategy:

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Rationale for Evidence-based Strategy:

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. Conference Night Parent Workshops: Every conference night, we will offer parent technology and subject area workshops. For example: on conference night one, parents will be offered gradebook signups, elective class information, and industry certification information. Dates and information will be added soon.

2. Monthly Parent Newsletter/ Parentlink: every month, we are making a digital newsletter designed to keep parents informed of events and activities around the school. Weekly, a different staff member makes a phone call home about school events, activities, and information.

Person Responsible

Holly Popa (holly.popa@hcps.net)

#6. Culture & Environment specifically relating to Community Involvement**Area of Focus Description and Rationale:**

Our climate surveys mention our school needs more community involvement. Unlike other schools, we have no instant community backing; there is no city to support us. For example: Plant City High School has Plant City. Besides this, we are located in a rural area; our school is surrounded by fields and pastures. Our desire is to bring more of the community to school events and to support school events, clubs, and groups. Parents especially has noticed the lack of community support. Our parents want to see more of the community coming to the school. Our students also have noticed the lack of community backing for their clubs and sporting events.

Our aim to try a few things over the course of the school year to bring more awareness of school activities and events. Our students need to know the community support them and our school.

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

Measurable Outcome:

Since our school has low community involvement, we are will be keeping track of our community involvement in school activities. By end of the year, we will determine if the community involvement has improvement by having more attendees at school activities and events. Also, we will track the climate surveys to see if the community involvement questions have improved.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

Evidence-based Strategy:

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Rationale for Evidence-based Strategy:

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. SAC Monthly Activities: SAC will be doing monthly activities for parents, students, and staff. AVID and the freshmen council are SAC's partners during these activities. These groups help plan, set up, and work the event.

August: Open House Basket Drawing with SAC Information & School Supply Drive

September: Elective Fair & Tech Help (Conference night one)

October: Costume Run

November: Candy Apple Bar (second conference night)

December: Book Drive

January: Book Drive

February: Multicultural Food Night (third conference night)

March: Strawberry Pie & Desserts for Pie Day

April: Earth Day Cleaning (22nd)

May: Planning for next year

2. Craft Fair: December 5th, Durant hosts a community event, a craft fair on the first Saturday. We invite the community to rent a space and come shop our fair. Dates and information will be added soon.
3. Social Media posts: SAC will be creating/making social media postings to FACEBOOK, Instagram, and Twitter by using Hootsuite. Also, we are going to keep our school webpage and gradebook updated.

Person Responsible Holly Popa (holly.popa@hcps.net)

#7. Leadership specifically relating to Specific Teacher Feedback**Area of Focus Description and Rationale:**

Our teachers take a yearly climate survey about the school year in the spring. Our teachers want to have more voice in school decisions, more community support & involvement, recognized for accomplishments, more leadership responsibilities, more collaboration with their peers, more parental support, and diverse & subject relatable professional development in a variety of formats.

This year will no doubt have lots of changes, issues, and situations that will arise and teachers want to help with the transitions and solutions needed to have a successful year. In order to have a successful year, it take all stakeholders groups working as a community of learners. Our faculty is looking forward to beginning the new school year with strategies designed to give teachers a voice.

Measurable Outcome:

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will determine if teachers feelings have changed/improved on the climate surveys at the end of the year.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

Evidence-based Strategy:

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Rationale for Evidence-based Strategy:

We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

1. Teacher of the month: starting with September, the students will nominate a teacher of the month. The students will have one week to make the nominations. After the nominations, the administrative staff will pick the teacher of month from all entries.
2. Teacher department bulletin boards: our goal is to have these boards in place by the end of the year. In each hallway, we will have an accomplishment/announcement board. Each board will display the wonderful awards and honors our staff earns throughout the year. Also, we will display the activities our teachers do with our students and any shout outs our teachers want to give to their students.
3. Instructional Leadership Team (ILT): the ILT is a group of teachers who have volunteered to serve. Our administration picked the team from the volunteers. The team meet monthly to create professional development, create solutions for problems, discuss issues, etc.

Person Responsible

Holly Popa (holly.popa@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We realize our plans must be flexible and we need to be willing to change strategies as needed. Our School Advisory Committee will guide any changes needed. Also, if Gary Graham sees any issues, he will guide in any changes needed. Listed below are some of areas of concern our administration will be monitoring.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school has created a program (Connecting is Key) designed to connect to and promote more communication with our stakeholder groups with each other, our school, and student learning. After reflecting on our climate surveys, school grade, and student testing scores, we noticed the disconnect within our community. We are attempting to fix the disconnect through culturally and academically focused activities.

We want to make meaningful connections within stakeholder groups; so our student achievement scores will increase. We believe if we make these connections our teaching practice will be better and we will build stronger relationships with our students and their parents. Once we establish and strengthen parental connections, we will have parental backup at home. If we make connections with our students, teaching them in our classrooms will be easier since the students will see us as caring and concerned individuals. The students hopefully should be willing to listen to our teaching and be willing to follow our instructions if they are connected to us as a person. Through this joint cooperation. our teaching practice will have a greater impact on the students by allowing them to have academic successes. Our goal is to increase our school grade from a B to an A.

The administration, faculty, and staff have worked and are working on improving relationships with our students, parents, and the community. Listed below are some examples of activities and strategies Durant is going to use to create a better culture.

1. Parent Workshops
2. Monthly SAC Activities
3. ILT (Instructional Leadership Team)
4. Teacher/Student of the Month
5. Hallway Bulletin Boards
6. Craft Fair
7. Social Media Postings

8. Parent Link
9. AVID and SWD Strategy Monitoring and Collection
10. Tutoring
11. Test Prep Bootcamps
12. Student Incentives
13. Encouragement Posters
14. Freshman Friendly
15. TV Production Stories
16. Monthly Word of the Month
17. Club Preview/Elective Fair
18. College Nights
19. Pep Rally
20. AVID Week Celebration
21. Sporting Events
22. Fun Friday (SGA: Student Government)
23. Club Day
24. Teacher Appreciation Week Activities
25. Hispanic and Black History Months Celebrations/Activities
26. National Literacy Week

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Other: School AVID Certification	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
7	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00