

The School District of Desoto

Desoto Secondary School



2021-22 Ungraded Schoolwide Improvement Plan

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Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[no web address on file]

Demographics

Principal: Amy Bennett

Start Date for this Principal: 2/1/2019

| | |
|--|---|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | Alternative |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Hispanic Students* Economically Disadvantaged Students* |
| School Improvement Rating History | 2021-22: No Rating 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: I 2016-17: No Rating |
| DJJ Accountability Rating | 2023-24: No Rating |

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide necessary tools and resources for students to prepare, challenge, and succeed as productive wage earning citizens in any community.

Provide the school's vision statement.

To encourage students to make productive decisions for themselves, which creates a positive impact for a better economic future.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Desoto Secondary School was created to support students with 1+ years of being academically unsuccessful, received consequences for extreme negative behaviors or actions in their school or community. For Desoto Secondary School to meet the needs of our demographically, behaviorally and academically diverse student population we modified some of the established structures. For example, this year we have created an atmosphere of smaller class sizes for intimate, intense learning. The smaller class sizes encourages students to have a safe space to verbally communicate beyond electronics about academics and appropriate nonacademic topics. We believe this atmosphere will stimulate students to become independent thinkers, which increases motivation in striving for personal growth. We generated a class rotation to stimulate movement found in most traditional schools. Students will have similarity, within traditional organization ,which will encourage student determination to be on track if returning to their home school. Finally, DSS designed a three-step tier plan to monitor progress of each student from entrance to exit which includes College/Career goals and plans. Our staff's creativity includes traditional and electronic rigor in multiple learning styles, thus demonstrating each of our Desoto Secondary Students have the potential with effort and motivation to succeed.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Jones, Ermatine | Assistant Principal | Although Assistant Principal of Desoto Secondary School it is my duty to represent as the leader, manage the school, demonstrate professional mannerisms and behavior for students, staff, and community. In addition to overseeing daily operations of the school, I supervise and collaborate with staff, assure safe building operations, and assist teachers with students. Additionally, I provide guidance and direction for staff of best classroom procedures for student success, effectively schedule student's classes, work with parents and /or students for conduct resolution, and communicate with district school personnel while maintaining a culture of consistent progress for the school. |

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Friday 2/1/2019, Amy Bennett

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

68

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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 | 0 | 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 | 0 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 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 |

Date this data was collected or last updated

Sunday 8/8/2021

2020-21 - 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 | 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 | 0 | 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 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math 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 |

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 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | | | 61% | | | 60% |
| ELA Learning Gains | | | | | | 59% | | | 57% |
| ELA Lowest 25th Percentile | | | | | | 54% | | | 52% |
| Math Achievement | | | | | | 62% | | | 61% |
| Math Learning Gains | | | | | | 59% | | | 58% |
| Math Lowest 25th Percentile | | | | | | 52% | | | 52% |
| Science Achievement | | | | | | 56% | | | 57% |
| Social Studies Achievement | | | | | | 78% | | | 77% |

Grade Level Data Review - State Assessments
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 |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 10% | 32% | -22% | 54% | -44% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 0% | 29% | -29% | 52% | -52% |
| Cohort Comparison | | -10% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 40% | -40% | 56% | -56% |
| Cohort Comparison | | 0% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 0% | 37% | -37% | 55% | -55% |
| Cohort Comparison | | 0% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 10% | 17% | -7% | 53% | -43% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 9% | 36% | -27% | 55% | -46% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 18% | 33% | -15% | 54% | -36% |
| Cohort Comparison | | -9% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 8% | -8% | 46% | -46% |
| Cohort Comparison | | -18% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 29% | -29% | 48% | -48% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 49% | -49% | 67% | -67% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 9% | 43% | -34% | 71% | -62% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 31% | 58% | -27% | 70% | -39% |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 40% | -40% | 61% | -61% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 39% | -39% | 57% | -57% |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| HSP | | | | | | | | | | 80 | |
| WHT | 10 | | | | | | | | | 42 | |
| FRL | 7 | 14 | | | 14 | | 8 | | | 58 | |
| 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 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 17 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 119 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 85% |

| 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 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 | 80 |
| 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 | |
| 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 | |
|--|-----|
| 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 | 17 |
| 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 | 17 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

PMRN was used to monitor students all students. The data was broken down into subgroups for each progress monitoring to determine if enough growth was happening to close the achievement gap for identified subgroups.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

DSS implemented six period class schedule for smaller, better engaged learning in classes. Intensive Reading and Math classes were built into schedules for additional support in these critical areas. Weekly staff meetings to analyze and adjust instruction based on need of students. Scaffolding and brainstorming for cross curriculum lesson plans in addition to electronic assignments.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need for DSS is attendance, encouraging students to attend on a regular basis. The challenges of a consistent focus in reading and math due to sporadic/poor attendance is problematic for DSS. Students unable or lack required ELA and Math skills to achieve adequate gains for graduation.

What trends emerge across grade levels, subgroups and core content areas?

What is first apparent is that data has not been consistently collected and analyzed to begin to address student gaps and deficits in learning. Student attendance accounts for some of the lack of data as students often do not attend when assessments are being administered. However, it is

apparent that data needs to be collected according to scheduled progress monitoring assessments, and these assessments must be analyzed to determine instructional needs.

What strategies need to be implemented in order to accelerate learning?

Identify the most needed critical skills across all grades, track, monitor and discuss student progress, build supportive academic relationships, implement hybrid learning, encourage and invigorate students' accountability and motivation to want to learn

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Opportunities for professional development at DSS include collaborative curriculum planning, classroom modeling, utilizing community/service organizations to encourage leadership, academic data analysis, focused reflection/conversation, district workshops/development.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although many of Desoto Secondary Students utilize technology to complete assignments and earn credits for academic advancement student still lacked critical engagement to enhance low reading and math skills. One critical need for DSS was to create much smaller class sizes throughout the day to allow students to become more engaged with differentiated strategies and tasks. Utilizing smaller classes allows student to retain more information, teachers can move at a more intense, concentrated pace. And, as an alternative school being positively engaged in classes reduces opportunities for behavior issues.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The FSA achievement gap continues to be one of the major discrepancy of proficiency levels for Desoto Secondary School at the district, and state levels. These assessments rely heavily on a student's ability to read and comprehend. DSS testing groups of 10 or more, will decrease the gap between district and statewide data by 10% as compared to last year's difference.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Cross curriculum lesson will be formulated and implemented for student instruction. Teachers will meet weekly to discuss students' academic progress or deficits for each subject. Classroom observation will be conducted to deem appropriate strategies are being implemented.

Person responsible for monitoring outcome:

Ermatine Jones (ermatine.jones@desotoschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Research shows that engagement is a correlated with academic success and reduction in antisocial behaviors.(Strike & Posner, 1992). One strategy is is low stakes and easily applied for our students, is retrieval practice that can be used at any transition in the class. Focusing on higher order thinking engages students in more than memory questions.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Desoto Secondary School means to have students be accountable and responsible for their learning, and participate in instruction is that is more teacher- student collaborative. Although teacher led, retrieval practice allows students to recall information to boost learning of what a student knows. Higher order thinking encourages student creativity with inferences, connecting concepts or problem solving strategies beyond recalling facts.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Rearrange student schedule to six smaller classes to focus on the specific subject/course to cultivate an intellectually and/or emotionally safe classrooms.

Person Responsible

Ermatine Jones (ermatine.jones@desotoschools.com)

Establish scaffold task to involve all student engagement 95% of the activity.

Person Responsible

Ermatine Jones (ermatine.jones@desotoschools.com)

Create a culture of communication and explanation that allows for multiple answers that challenges higher order thinking compared to the "only" answer.

Person Responsible

Ermatine Jones (ermatine.jones@desotoschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

As DeSoto Secondary School will continue to reach out to community resources to continue relationships between parents, students, families, staff, and students businesses with incentives that will be used to help promote family involvement at school activities. Desoto Secondary will also include more student led activities in the community such as Christmas Card lane, Park and Paint murals and 'Arcross the Miles' Pen Pals.

Through the use of social media platforms and district web-page, DSS is better able to share the goings-on of the school as well as share information concerning upcoming events. Desoto Secondary School has posted a "Match Me" Board to share success and encourage positive academic success. In addition to using the internet to distribute information, teachers and student are creating an unique to DSS yearbook to highlight the success of students and staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Desoto Secondary School's administrator, teachers, parents, district directors, parents, students and local community businesses (Walmart, Magnolia's Restaurant) play a significant role as stakeholders for our school. These entities support our students by providing career opportunities and expertise especially in our student's initial journey as our students are usually older but in several grades behind their cohort.