

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	
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	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 2022 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	
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	

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	
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 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.