

The School District of Desoto

Desoto County High School



2021-22 Schoolwide Improvement Plan

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Desoto County High School

1710 E GIBSON ST, Arcadia, FL 34266

<http://dhs.desotoschools.com/>

Demographics

Principal: Joshua White

Start Date for this Principal: 7/1/2020

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
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)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (45%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Desoto County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Desoto County High School

1710 E GIBSON ST, Arcadia, FL 34266

<http://dhs.desotoschools.com/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<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.

To empower all students to become lifelong learners, able to handle the demands in today's ever changing workforce.

Provide the school's vision statement.

The vision of DHS is that all classrooms are highly engaged, which produce satisfactory student achievement through common understanding of what students should know and be able to do, organizing knowledge to appeal to students, linking tasks to performances and products which students care about, and communicating high expectations and standards for work.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
White, Joshua	Principal	The leadership team consisting of the Principal, Assistant Principals, and Deans of Students will meet with the School Advisory Council to help develop the SIP. The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Langston, Cynthia	Assistant Principal	The leadership team consisting of the Principal, Assistant Principals, and Deans of Students will meet with the School Advisory Council to help develop the SIP. The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Golden, Jeffrey	Assistant Principal	The leadership team consisting of the Principal, Assistant Principals, and Deans of Students will meet with the School Advisory Council to help develop the SIP. The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Henry, Tommie	Dean	

Demographic Information

Principal start date

Wednesday 7/1/2020, Joshua White

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.*

0

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.*

0

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,243

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

2

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

30

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	329	325	289	301	1244	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	69	63	45	256	
One or more suspensions	0	0	0	0	0	0	0	0	0	14	11	8	4	37	
Course failure in ELA	0	0	0	0	0	0	0	0	0	116	40	32	22	210	
Course failure in Math	0	0	0	0	0	0	0	0	0	88	74	43	17	222	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	126	101	0	72	299	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	123	0	0	0	123	
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		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	153	83	36	28	300

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

Monday 10/4/2021

2020-21 - 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	332	341	281	274	1228
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	73	104	94	84	355
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	17	16	11	58
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	132	123	82	27	364
Course failure in Math	0	0	0	0	0	0	0	0	0	0	49	106	45	36	236
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	91	101	87	59	338
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	127	70	85	62	344
	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	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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	332	341	281	274	1228
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	73	104	94	84	355
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	17	16	11	58
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	132	123	82	27	364
Course failure in Math	0	0	0	0	0	0	0	0	0	0	49	106	45	36	236
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	91	101	87	59	338
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	127	70	85	62	344
	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	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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				31%	31%	56%	29%	29%	56%
ELA Learning Gains				40%	40%	51%	43%	43%	53%
ELA Lowest 25th Percentile				32%	32%	42%	43%	43%	44%
Math Achievement				34%	34%	51%	34%	34%	51%
Math Learning Gains				49%	49%	48%	44%	44%	48%
Math Lowest 25th Percentile				45%	45%	45%	36%	36%	45%
Science Achievement				52%	52%	68%	49%	49%	67%
Social Studies Achievement				60%	60%	73%	55%	55%	71%

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
09	2021					
	2019	38%	37%	1%	55%	-17%
Cohort Comparison						
10	2021					
	2019	17%	17%	0%	53%	-36%
Cohort Comparison		-38%				

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
2021					
2019	51%	49%	2%	67%	-16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	58%	2%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	40%	-21%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	39%	1%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA: FSA (All Grades)

Math: Algebra I EOC (All Grades), Geometry EOC (All Grades), Math FSA (9th Only)

Biology: Biology EOC (10th-12th Only)

US History: US History EOC (10th-12th Only)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	--	--	92 (32.1%)
	Economically Disadvantaged	--	--	91 (32.6%)
	Students With Disabilities	--	--	4 (9.5%)
	English Language Learners	--	--	0 / 0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	--	--	92 (32.4%)
	Economically Disadvantaged	--	--	91 (33.0%)
	Students With Disabilities	--	--	2 (5.3%)
	English Language Learners	--	--	0 (0.0%)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	--	--	N/A
	Economically Disadvantaged	--	--	N/A
	Students With Disabilities	--	--	N/A
	English Language Learners	--	--	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	--	--	N/A
	Economically Disadvantaged	--	--	N/A
	Students With Disabilities	--	--	N/A
	English Language Learners	--	--	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	--	--	80 (31.4%)
	Economically Disadvantaged	--	--	79 (31.5%)
	Students With Disabilities	--	--	10 (43.5%)
	English Language Learners	--	--	0 (0.0%)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	--	--	100 (44.1%)
	Economically Disadvantaged	--	--	99 (44.2%)
	Students With Disabilities	--	--	3 (42.9%)
	English Language Learners	--	--	1 (10.0%)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	--	--	61 (89.7%)
	Economically Disadvantaged	--	--	61 (89.7%)
	Students With Disabilities	--	--	5 (83.3%)
	English Language Learners	--	--	--
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	--	--	4 (80.0%)
	Economically Disadvantaged	--	--	4 (80.0%)
	Students With Disabilities	--	--	4 (80.0%)
	English Language Learners	--	--	--

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	--	--	7 (87.5%)
	Economically Disadvantaged	--	--	6 (85.7%)
	Students With Disabilities	--	--	7 (100.0%)
	English Language Learners	--	--	--
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	--	--	41 (24.6%)
	Economically Disadvantaged	--	--	39 (23.9%)
	Students With Disabilities	--	--	11 (37.9%)
	English Language Learners	--	--	0 (0.0%)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	--	--	53 (34.9%)
	Economically Disadvantaged	--	--	51 (34.5%)
	Students With Disabilities	--	--	12 (46.2%)
	English Language Learners	--	--	1 (14.3%)
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	--	--	111 (48.1%)
	Economically Disadvantaged	--	--	107 (47.3%)
	Students With Disabilities	--	--	13 (50.0%)
	English Language Learners	--	--	0 (0.0%)

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	--	--	89 (38.9%)
	Economically Disadvantaged	--	--	89 (39.0%)
	Students With Disabilities	--	--	2 (10.0%)
	English Language Learners	--	--	0 (0.0%)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	--	--	18 (13.5%)
	Economically Disadvantaged	--	--	18 (13.5%)
	Students With Disabilities	--	--	0 (0.0%)
	English Language Learners	--	--	1 (14.3%)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	--	--	8 (20.5%)
	Economically Disadvantaged	--	--	8 (20.5%)
	Students With Disabilities	--	--	0 (0.0%)
	English Language Learners	--	--	0 (0.0%)
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	--	--	115 (52.8%)
	Economically Disadvantaged	--	--	115 (53.0%)
	Students With Disabilities	--	--	7 (29.2%)
	English Language Learners	--	--	0 (0.0%)

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
SWD	36	49	43	20	62	73	40	39		68	10
ELL	8	23	23	18	29	28	22	23		84	26
BLK	19	46	50	11	41	53	12	18		85	13
HSP	27	35	32	22	33	39	43	47		92	40
MUL	20			30				60			

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
WHT	44	46	47	35	40	36	62	58		84	40
FRL	26	34	35	23	38	40	47	44		87	35
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	31	27	27	47		41	35		62	11
ELL	20	44	38	20	34		13			31	
BLK	13	27	24	15	53	64	32	38		62	33
HSP	30	42	34	34	46	38	51	57		69	48
WHT	35	39	31	37	56	50	57	67		71	58
FRL	27	38	32	32	50	41	50	53		62	50
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	18	33	28	36	53	36	26	35		43	20
ELL	10	29	36	15	40					31	
BLK	24	42	40	28	44	31	38	26		64	22
HSP	25	43	45	33	45	35	44	55		68	56
MUL	33	45									
WHT	33	42	41	39	45	37	59	65		72	51
FRL	25	41	43	34	44	35	44	53		68	48

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

ELA proficiency remains one of the primary academic challenges for students entering and attending DHS, with 2020-2021 data showing 33% of students proficient (up from 31% in 2018-2019). Only 29% of ninth graders entering DHS were proficient in ELA during their 8th grade year (prior to entering DHS). In part due to effects of educational challenges of the global health pandemic, DHS students demonstrated increased struggles with end-of-course exams, with only 19% passing the Algebra I EOC, 29% passing the Geometry EOC, 46% passing the Biology EOC, and 49% passing the US History EOC in 2020-2021. Graduation rates improved from 2018-2019 (77.1%) to 2019-2020 (88.7%). Among ESSA groups, graduation rates were 85.2% for African American students, 62.5% for student identified as English Language Learners, and 67.7% for students identified with special needs. Although the overall ELA score increased the year before, there is still a need to further increase these achievement levels. Additionally, while the school has been working to improve the integrated remedial reading program, there are some struggles with cohesion between the program and the regular ELA classes.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Although the ELA proficiency of all DHS students has shown improvements every year since 2016-2017 (26% proficient on FSA ELA) through 2020-2021 (33% proficient), ELA performance continues to be the area in greatest need for improvement. Further, ELA performance among the lowest quartile of students demonstrated the greatest decline from 2018 (43% proficient) to 2019 (32% proficient). While the performance of the lowest quartile improved in 2021 to 39% proficient, this remains an area of need for 2021-2022. All students in the lowest quartile for ELA performance received remedial reading, however they did not receive the rigorous instruction necessary to meet grade level competencies. This is a target area for this year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In terms of the primary focus area discussed in the analysis (ELA), the primary contributing factors are (1) difficulty attracting certified reading and ELA teachers, (2) struggle providing professional development to teachers, and (3) struggles with consistency between the remedial reading initiative,

ELA course content, and tested standards. Certainly, the impacts of the global health pandemic, the closure of schools during the height of the pandemic, and the use of hybrid learning models in 2020-2021 increased and exacerbated some of these contributing factors. New actions needed to address this need for improvement include establishing clear school-wide expectations for academic learning and monitor through Classroom Walkthroughs; establishing a positive climate and culture for learning; and focusing on instructional practice in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessments, mathematics proficiency among the lowest quartile showed the greatest gain (36% proficient in 2018 to 45% in 2019) followed by learning gains in math (increase from 44-49%). In addition to FSA mathematics, student performance on the Algebra I EOC and the Geometry EOC showed improvement from 2018 (21% passing and 38% passing, respectively) to 2019 (26% and 40%, respectively). Although math proficiency showed improvement to 2019, this remains an area of concern and focus for 2021-2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Several factors and actions contributed to the improvement in some academic areas, primarily mathematics. Of note, the District and school administration worked with teaching staff to improve focus on implementing best-practices in teacher planning, including vertical planning, enhanced collaboration, and improved lesson planning. In addition, DHS recruited new teachers that reflect the diversity of students attending the school, with several international teachers added to the school faculty to provide a diversity of thought and teaching strategies.

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

Overall, the District plans to implement several strategies to accelerate learning among all students. First, the District will improve school culture and climate by building a common language (e.g., SWPBIS) across all district schools with clear expectations and support for positive behavior, building educator capacity around effective classroom management, and strengthening customer service across the district. The District will also strive to improve teacher recruitment and retention with diverse representation; improve family and community engagement and partnerships; and ensure effective resource allocation to support student instruction and address student academic needs.

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.

Professional development is at the core of improving academic achievement across all students and all students, as well-trained teachers and staff members is believed to translate into a stronger and more supportive learning environment for all students. In addition to standard professional development on classroom management, instructional design, and stakeholder engagement, all DHS teachers will receive detailed training on teacher expectations under the Marzano evaluation model. In addition, teachers and staff in collaboration with the school's PBIS team will be trained in a common model, including common language or behavioral interventions developed by the District to support positive student behavior, thus improving the overall learning environment at the school.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvements in the coming years, DHS and the District will incorporate additional support activities for teachers, staff, and students. Many added services are planned, with

the following being the most salient and priorities for 2021-2022. First, DHS will add certified teachers as academic coaches for ELA and mathematics to assist and support existing and new teachers in providing high-quality instruction, understanding new standards, etc.. Second, the District has added technology coaches to help teachers better utilize educational technology, such as new “smart” devices for instruction and new web-based programs to support learning. Third, the school evaluation system was revised to focus on additional high-yield strategies to support student learning, including standards-based planning, focused with the end-in-mind, providing added student-led instruction, and other instructional strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	This area of focus is aligned to student needs in reading comprehension and writing skills, both contained within the English Language Arts field. When students struggle with reading and writing, they are less able to process grade-level content in other areas, such as mathematics, social studies, and science. Students will find it difficult to learn throughout the school day and decreases their ability to complete on-grade-level work. In addition to lower performance in courses and observations from teachers regarding students who struggle in reading and writing, objective data indicate a lower-than-desired percentage of students proficient in ELA and showing learning gains from the prior year.
Measurable Outcome:	<ol style="list-style-type: none"> 1) Improve ELA reading scores by at least 10 percentage points, as measured by the FSA. 2) Improve student mastery of grade level standards to at least 41%, as measured by STAR and Common Lit. 3) Increase learning gains by at least 14%, as measured by FSA. 4) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities, Black/African American, and English language learners).
Monitoring:	Monitoring overall performance and progress of ELA interventions and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Lowest quartile students will be identified and specifically tracked for progress monitoring; (3) Proposed teacher data binders will be created to identify student progress and differentiated instruction monitored through 3-week pacing guides and lesson plans; (4) Weekly at-a-glance forms will be used to share progress of students within reading interventions; and (5) Student progress will be monitored and shared in PLCs.
Person responsible for monitoring outcome:	Joshua White (joshua.white@desotoschools.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1) Develop and maintain Intensive Reading Curriculum pacing guides to support teachers and administrators in tracking common curriculum and assessments. 2) Strengthen the utilization of Professional Learning Communities (PLCs) and support additional collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs. 3) Identify lowest quartile students based on ELA assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success. 4) Enhance differentiated small-group instruction within the existing Intensive Reading classroom based on individualized student needs identified through standardized assessments and classroom data. 5) Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements such as Common Lit. 6) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.
Rationale for Evidence-based Strategy:	Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Action Steps to Implement

Develop and maintain Intensive Reading Curriculum pacing guides to support teachers and administrators in tracking common curriculum and assessments.

- 1) Curriculum pacing guides are created or enhanced for each Core subject.
- 2) Administration reviews each curriculum pacing guide and, upon final approval, refers to the pacing guide during each formal and informal observation.
- 3) Discussions are held during required bi-monthly PLC meetings to ensure daily lessons are on-track and directly aligned with approved pacing guide.
- 4) Required PLC meetings reflect upon progress towards outcomes and targeted instruction throughout the year, as measured by STAR reading assessments taken by all students.

Lead: Administration and Department Leads

Timeline: Bi-monthly for 10 months

Person Responsible Joshua White (joshua.white@desotoschools.com)

Identify lowest quartile students based on ELA assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.

- 1) Lowest quartile students are identified and provided to teachers to support increased focus, differentiated instruction, and enhanced progress monitoring.
- 2) Each teacher develops and maintains a "data binder" or "data wall" to identify progress of students and the differentiated instruction interventions used to enhance their learning.
- 3) Bi-monthly PLC meetings include regular discussions on strategies found successful in enhancing student progress.
- 4) Differential instruction strategies are noted in submitted curriculum pacing guides.
- 5) Reaching Coach added to school faculty will provide additional observation, direct support, and modeling of best-practices for intensive reading, ELA teachers, and other teachers requesting and/or requiring assistance.

Lead: Administration and Department Leads

Timeline: Bi-monthly PLC.

Person Responsible Joshua White (joshua.white@desotoschools.com)

Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements such as Common Lit.

- 1) Intensive Reading Teacher, Science Teachers, and Social Studies Teachers engage in logged email communications to enhance collaboration between departments to support content reading.
- 2) Weekly At-A-Glance forms implemented to provide enhanced shared focus standard between Social Studies and Intensive Reading.
- 3) Common Lit readings implemented that are parallel to content curriculum and aligned to approved curriculum pacing guides.
- 4) Bi-monthly PLC meetings include discussion and implementation of shared readings to support student learning and progress.

Lead: Administration and supported by Curriculum Leads

Timeline: Annual

Person Responsible Joshua White (joshua.white@desotoschools.com)

Adopt common assessments to identify student needs across the school.

- 1) Identify STAR Reading and Common Lit assessments for all students, including those students identified for intensive reading curriculum.
- 2) All students complete adopted assessments three times per year to track student progress and improve identification of students struggling in reading.

3) Teachers and administrators record performance of students throughout the academic year to improve identification of needs and differentiated instruction methods.

Lead: Curriculum Leads

Timeline: Tri-Annual assessments. Ongoing discussion during weekly collaboration time

Person Responsible Joshua White (joshua.white@desotoschools.com)

Enhance differentiated small-group instruction within the existing Intensive Reading classroom based on individualized student needs identified through standardized assessments and classroom data.

1) Teachers utilize existing computer-based and school-wide systems to identify student needs based on specific assessments and performance data (e.g., STAR Reading progress monitoring assessment).

2) Teachers create smaller student groups based on identified needs.

3) Teachers provide and document differentiated instruction and other academic interventions used within the small group environment.

4) Teachers and administrators review progress of students within the small groups through existing school-wide data collection systems.

Lead: Curriculum Leads

Timeline: Quarterly

Person Responsible Joshua White (joshua.white@desotoschools.com)

Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.

1) School administrators provide weekly walk-throughs and classroom observations to reinforce strong practices and identify areas for growth and development.

2) School administrators provide immediate feedback to teachers, with a focus on identifying established targeted standards; identifying student understanding of how to reach the standard; and identifying rigor that includes collaboration and academic conversation.

3) Conversations and discussions are provided between teacher and administrator to facilitate better understanding of expectations and develop plans to address areas of growth.

Lead: Administrators

Timeline: Weekly

Person Responsible Joshua White (joshua.white@desotoschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	This area of focus is aligned to student performance in mathematics. Math skills and knowledge are critical to student success throughout their high school career, with more advanced math courses building off content from prior courses. Failure to progress and achieve in a lower-level math course will negatively impact achievement in future math courses. Lack of understanding or skills in math concepts also negatively impacts science achievement (e.g., chemistry and physics) and achievement in specialty courses (e.g., macroeconomics, microeconomics, agriculture, financial literacy, culinary arts). This was identified as a critical need from both observational feedback from teachers and staff members, as well as student performance data on the FSA and EOCs.
Measurable Outcome:	<p>1) Improve 9th grade Algebra I scores by 7 percentage points as measured by EOC exams.</p> <p>2) Improve Geometry scores by 5 percentage points as measured by EOC exams.</p> <p>3) Improve Math Learning Gains by at least 5 percentage points on state standardized assessment(s).</p> <p>4) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities, Black/African American, and English language learners).</p>
Monitoring:	Monitoring overall performance and progress of math interventions and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Lowest quartile students will be identified and specifically tracked for progress monitoring; (3) Teacher data binders will be created to identify student progress and differentiated instruction monitored through 3-week pacing guides and lesson plans; and (4) Student progress will be monitored and shared in PLCs.
Person responsible for monitoring outcome:	Joshua White (joshua.white@desotoschools.com)
Evidence-based Strategy:	<p>1) Develop, revise, and maintain curriculum pacing guides for mathematics courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.</p> <p>2) Identify lowest quartile students based on mathematics assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.</p> <p>2) Increase opportunities to share successful practices among teachers by strengthening the utilization of Professional Learning Communities (PLCs) and support collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs.</p> <p>4) Develop and implement common assessments for mathematics curricula to support teachers in identifying student needs and student progress towards established standards.</p> <p>5) Analyze the effectiveness of different programs used by the mathematics department.</p> <p>6) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.</p>
Rationale for Evidence-based Strategy:	Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Action Steps to Implement

Develop, revise, and maintain curriculum pacing guides for mathematics courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.

- 1) Curriculum pacing guides are created or enhanced for each core mathematics course.
- 2) Administration reviews each curriculum pacing guide and, upon final approval, refers to the pacing guide during each formal and informal observation. Administration will match pacing guides to lesson plans during routine walk-throughs.
- 3) Discussions are held during required bi-monthly PLC meetings to ensure daily lessons are on-track and directly aligned with approved pacing guide.
- 4) Required PLC meetings reflect upon progress towards outcomes and targeted instruction throughout the year, as measured by mathematics assessments taken by students.

Lead: Administration and Math Department Leads

Timeline: Bi-monthly for 10 months

Person Responsible Joshua White (joshua.white@desotoschools.com)

Identify lowest quartile students based on mathematics assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.

- 1) Lowest quartile students are identified and provided to mathematics teachers to support increased focus, differentiated instruction, and enhanced progress monitoring.
- 2) Each teacher develops and maintains a “data binder” or “data wall” to identify progress of students and the differentiated instruction interventions used to enhance their learning. Progress will be monitored using past benchmark assessments as baseline.
- 3) Bi-monthly PLC meetings include regular discussions of progress monitoring data for mathematics performance, as well as strategies found successful in enhancing student progress in math.
- 4) Differential instruction strategies are noted in submitted curriculum pacing guides.
- 5) Math Coach added to school faculty will provide additional observation, direct support, and modeling of best-practices for mathematics teachers.

Lead: Administration and Department Leads

Timeline: Bi-monthly PLC.

Person Responsible Joshua White (joshua.white@desotoschools.com)

Develop and implement common assessments for mathematics curricula to support teachers in identifying student needs and student progress towards established standards.

- 1) Common assessments are aligned with curriculum maps.
- 2) Common assessments are given to students throughout the curriculum to support progress monitoring.

Lead: Administration, Department Leads, Teachers

Timeline: Ongoing

Person Responsible Joshua White (joshua.white@desotoschools.com)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus
Description
and
Rationale:**

This area of focus aligns with the general need to maintain a consistent learning environment that supports student achievement and encourages positive behaviors from all students. Student behavior is one of the basic pillars supporting a positive learning environment and academic success - if students cannot demonstrate positive behavior in the classroom, there are negative impacts on both the entire class (e.g., distractions, unnecessary teacher refocusing, stressful interactions, feelings of insecurity, etc.) and the individual student (e.g., loss of instructional time due to removal from classroom, embarrassment in front of peers, distaste for the educational process, etc.). Data demonstrating this need is clearly demonstrated by teacher observations, administrator observations, and quantitative data regarding the number of referrals, suspensions, and expulsions.

Measurable Outcome:

- 1) Create a positive climate and culture that include memorable experiences for students.
- 2) Set school-wide expectations for students.
- 3) Share academic progress and extracurricular successes of students.
- 4) Demonstrated improved school-day attendance.
- 5) Create opportunities for distributed leadership.

Monitoring:

This area of focus will be monitored through regular administrative meetings and faculty meetings, including the demonstration of common language and a common model of behavioral supports and expectations across the school district and within the high school.

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Strategy:

- 1) Use high-yield strategies correlated to Marzano during bell-to-bell instruction.
- 2) Build a common language for behavior support and PBIS with clear expectations for positive behavior.
- 3) Set school-wide expectations for rigorous instruction aligned to curriculum pacing guides.
- 4) Create a positive educational climate for students, including use of educational quotes and statements.
- 5) Plan reward activities for students who are striving for academic success (SWPBIS)
- 6) Develop incentive program to increase attendance with focus on students in danger of dropping out.
- 7) Build educator capacity around effective classroom management and encourage teacher leadership during curriculum meetings and collaborations.
- 8) Distribute leadership to enable and encourage growth of school leaders at all levels.
- 9) Strengthen customer service across the district.

Rationale for Evidence-based Strategy:

The strategies selected align to the school model and overall school culture, while also providing an increased reliance on evidence-based and research-based strategies for improving the school culture. Improving the use of the Marzano model, utilizing school-wide PBIS strategies, and improving teacher leadership are all common and important aspects of impacting an entire high school, while also targeting interventions on those students within specified subgroups and those with specific behavioral issues.

Action Steps to Implement

Build a common language for behavior support; set school-wide expectations for rigorous instruction aligned to curriculum pacing guides; and create a positive educational climate for students, including use of educational quotes and statements.

- 1) The common model of behavioral initiatives implemented at elementary schools is continued into

secondary schools. Standardized expectations and procedures are developed for discipline across all classrooms, with a focus on school-wide positive behavioral interventions and supports (SWPBIS).

2) School PBIS team is established and maintained to develop any common language and behavioral interventions across all district schools (where appropriate). Common language is incorporated into the student code of conduct.

3) All staff and faculty are trained in the common model and understand the principles of the model.

4) Student expectations are prominently displayed on classroom, hallway, and cafeteria walls.

5) Motivational and educational quotes are placed on walls above lockers

6) Positive communication models are implemented with parents/families to establish stronger relationships between school and families.

Lead: Administration, School PBIS Team

Timeline: Ongoing

Person Responsible Joshua White (joshua.white@desotoschools.com)

Plan reward activities for students who are striving for academic success; and develop incentive program to increase attendance with focus on students in danger of dropping out.

1) Positive behavior reward activities are planned by the school under consultation with the Sunshine Committee, School Student Advisory Committee (SAC), and School PBIS Team.

2) Student Union and administration meet on a regular basis to plan and implement fun activities for students.

3) School administrators implement necessary operational changes necessary to implement selected behavior reward activities.

Lead: School PBIS Team, School Administration

Timeline: Quarterly

Person Responsible Joshua White (joshua.white@desotoschools.com)

Build educator capacity around effective classroom management and encourage teacher leadership during curriculum meetings and collaborations; distribute leadership to enable and encourage growth of school leaders at all levels; and leverage Teacher leadership during curriculum lead meeting and collaboration.

1) Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration.

2) Develop agendas for bi-monthly faculty meetings and Professional Learning Communities (PLCs) to include leadership opportunities and feedback from teachers.

3) Develop training plan to allow for additional ongoing coaching on “best practices” for faculty across all schools.

4) Ensure coaching and training plan are focused on effective classroom management aligned to the needs of the students and teachers within each classroom.

5) Develop plan for training of all faculty and administrators in understanding and applying culturally responsive teaching.

6) Implement professional development plan for school administrators to increase understanding of faculty evaluation elements (Marzano), as well as best practices so administrators can better guide teaching faculty.

Lead: Teachers and Administration

Timeline: Bi-monthly PLC meetings

Person Responsible Joshua White (joshua.white@desotoschools.com)

Distribute leadership to enable and encourage growth of school leaders at all levels.

1) Ensure staffing plans support any common language and common positive behavior initiatives implemented district-wide.

- 2) Ensure administrative staffing is adequate in numbers to support behavioral initiatives.
- 3) Ensure all administrators, particularly behavior deans and associated support staff, are trained and cross-trained in the application of any common language and common behavioral interventions (including common discipline practices) to better ensure consistency and implementation of common models.

Lead: Teachers and Administration

Timeline: Bi-monthly PLC meetings

Person Responsible Joshua White (joshua.white@desotoschools.com)

Strengthen customer service with parents and families.

- 1) Ensure common language and understanding that “customer” includes all stakeholders, including students, parents/guardians, staff, faculty, and administrators.
- 2) Establish a “customer service” committee that can, upon request of the principal, provide feedback about any policies or procedures where the principal feels might significantly impact customer service. This committee can be all or part of the established School Advisory Committee (SAC).
- 3) Establish a 360-degree feedback system where stakeholders can provide anonymous feedback about the customer service they received and/or desired from the district and/or school.

Lead: Administration

Timeline: Annual

Person Responsible Joshua White (joshua.white@desotoschools.com)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	This area of focus is aligned to the common understanding of the importance of parent involvement in the academic and personal success of students of all ages. High school parents and guardians are often the most difficult to engage, as their "children" are becoming adults and the parents feel less obligation to engage with the educational environment (particularly with students in the higher grade levels). However, at every grade level and across every age, the importance of parent and guardians cannot be understated. Without some level of support from parents and guardians, students are more likely to "slip through the cracks" and struggle to complete homework in a timely manner, struggle to fully engage in major projects and assignments, and struggle to attend school on-time and regularly. Certainly, all families are different, but research shows the importance of parent involvement for successful school progress and matriculation into college or university (or respectable career). This area of focus is primarily rooted in observational data and informal feedback from families.
Measurable Outcome:	<ol style="list-style-type: none"> 1) Create a positive climate and culture that encourages parents and families to participate. 2) Increase the percentage of parents that participate at each level of participation. 3) Use data to determine effectiveness of strategies to engage parents and community.
Monitoring:	This area of focus will be monitored through regular administrative meetings and faculty meetings, including the demonstration of common language and a common model of behavioral supports and expectations across the school district and within the high school.
Person responsible for monitoring outcome:	Joshua White (joshua.white@desotoschools.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1) Determine effectiveness of current practices and identify the most effective practices. Eliminate use of ineffective or outdated strategies. 2) Utilize Epstein's Six Levels of Participation to update effective practices and design new strategies for all levels of parent/family participation with participation goals.
Rationale for Evidence-based Strategy:	Using the Epstein's Six Levels of Participation, the school will enhance prior "largely effective" and "highly effective" strategies (as identified by leadership, staff, and families) to meet all levels of parent needs and strategies to increase engagement at each level. The school will also create new strategies that meet all levels of parent needs and strategies to increase engagement at each level.

Action Steps to Implement

Determine effectiveness of current practices and identify the most effective practices. Eliminate use of ineffective or outdated strategies.

- 1) Establish minimum expectations for school communication to parents and include a variety of platforms for communication, such as Facebook, Remind/Class Dojo, Classroom newsletters, Peace River Shopper.
- 2) Establish expectations around parent communication, such as a ratio of 3-to-1 positive to negative communications regarding students.
- 3) Identify opportunities to "go to" families where they are (e.g., Catholic Charities, Laundromats, Boys and Girls Club/ RCMA, etc.)

Person Responsible Joshua White (joshua.white@desotoschools.com)

Utilize Epstein's Six Levels of Participation to update effective practices and design new strategies for all levels of parent/family participation with participation goals.

- 1) Offer parent workshops and support on topics such as becoming a partner in their child's education.
- 2) Provide school-based workshops and parent nights to support involvement.

- 3) Support and train teachers to understand best practices in family engagement.
- 4) Expand bilingual opportunities to communicate in families' home language.
- 5) Provide tablets to assist office personnel with communication, in real time, when speaking with ESL parents using the conversation function on Google to translate.
- 6) Establish monthly ESOL Newsletter placed on the district website and Facebook pages with strategies and games the parents can play with their children at home.

Person Responsible Joshua White (joshua.white@desotoschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As per data from the Safe Schools for Alex system, DeSoto County High School (DHS) reported 1.3 incidents per 100 students in 2019-2020 (the most recent data available). This places DHS in the “very low” category when compared to all high school statewide. More specifically, DHS was ranked 80 out of 505 high school statewide. Violent incidents were the highest of the three sub-categories measured by Safe Schools for Alex, with DHS having 0.55 incidents per 100 students. DHS had no property incidents and only 0.78 public order incidents per 100 students. Finally, DHS reported 4.9 suspensions per 100 students in 2019-2020, placing it at 110 out of 505 schools and receiving a low rating (lower is better).

Although DHS has a very low incident rate for metrics included in Safe Schools for Alex, the primary area of concern to be focused upon in 2021-2022 is the improvement of in-class behavior that might not rise to the level of a referral, yet still impacts learning. As noted in the action items within the school improvement plan (SIP), the school and district are working to develop a common language and common behavioral expectations throughout the district and the high school. The school culture and environment will be monitored through the number and severity of referrals for administrative intervention, as well as the number of suspensions (and type of suspension) and expulsions.

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.

The strategic plan for DHS specifically addresses building a positive school culture and environment with four primary elements. The district will build a common language (e.g., SWPBIS) across all district schools with clear expectations and support for positive behavior, including ensuring a common model of behavioral initiatives is implemented at elementary schools and continued into secondary schools; ensuring collaboration of each school's PBIS team in developing any common language or behavioral interventions; ensuring all staff and faculty are trained in the common model and understand the principles of the model; establishing positive communication models for implementation with parents/families to establish strong relationships between school and families; and ensuring student codes of conduct are consistent in terms of a common language and expectations for positive behavior. Second, the school will build educator capacity around effective classroom management, including developing training plan to allow for additional ongoing coaching on "best practices" for faculty across all schools; ensuring coaching and training plan are focused on effective classroom management aligned to the needs of the students and teachers within each school and classroom; and implementing professional development plan for school administrators to increase understanding of faculty evaluation elements (Marzano), as well as best practices so administrators can better guide teaching faculty. Third, the school will reconsider staffing around deans and school climate, including ensuring staffing plans at all schools support any common language and common positive behavior initiatives implemented district-wide; ensuring administrative staffing is adequate in numbers to support behavioral initiatives at each school; and ensuring all administrators, particularly behavior deans and associated support staff, are highly trained and cross-trained in the application of any common language and common behavioral interventions (including common discipline practices) at all school levels to better ensure consistency and implementation of common models. Finally, the school will strengthen customer service, including ensuring common language and understanding that "customer" includes all stakeholders, including students, parents/guardians, staff, faculty, and administrators; establishing a "customer service" committee at each school that can, upon request of the principal, provide feedback about any policies or procedures where the principal feels might significantly impact customer service; and establishing a 360-degree feedback system where stakeholders can provide anonymous feedback about the customer service they received and/or desired from the district and/or schools.

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

As noted in the aforementioned priorities for establishing and maintaining a positive school culture and environment, the District and DHS focus on the inclusion and feedback of stakeholders. District administrators and school administrators are tasked with overseeing the planning, implementation, and maintenance of these strategies. School teachers and staff provide ongoing input and are tasked with implementing the strategies, utilizing the common language, and maintaining the positive behavior interventions and supports. Parents and guardians are integral in the process and are focused upon within the customer service priority mentioned above, with parents and guardians tasked with participating in their child's education, providing feedback through the 360-degree feedback system, and providing feedback about the service they received.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00

4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00