Durant High School

2021-22 Schoolwide Improvement Plan

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Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

Demographics

Principal: Gary Graham

Start Date for this Principal: 7/1/2019

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Durant High School

4748 COUGAR PATH, Plant City, FL 33567

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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	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Graham, Gary	Principal	Principal
Culpepper, Candace	Assistant Principal	APA: Assistant Principal of Admistration (building and athletics
Watson, Mark	Assistant Principal	APC: Assistant Principal of Curriculum
Popa, Holly	Teacher, K-12	SAC Chair

Demographic Information

Principal start date
Monday 7/1/2019, Gary Graham

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

89

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.*

21

Total number of teacher positions allocated to the school

134

Total number of students enrolled at the school

2,477

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

11

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

13

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	706	618	585	525	2434
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	187	171	160	158	676
One or more suspensions	0	0	0	0	0	0	0	0	0	32	42	34	11	119
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	121	130	117	82	450
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	100	103	129	82	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	161	165	155	71	552

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	16	20	17	8	61

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 7/12/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	65	87	77	67	296

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	39	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	598	612	563	544	2317
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	191	216	182	139	728
One or more suspensions	0	0	0	0	0	0	0	0	0	11	13	6	10	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	125	130	112	90	457
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	39	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				54%	56%	56%	51%	54%	56%
ELA Learning Gains				50%	54%	51%	51%	53%	53%
ELA Lowest 25th Percentile				35%	41%	42%	41%	43%	44%
Math Achievement				49%	49%	51%	45%	48%	51%
Math Learning Gains				51%	48%	48%	53%	49%	48%
Math Lowest 25th Percentile				47%	45%	45%	47%	45%	45%
Science Achievement				73%	69%	68%	81%	65%	67%
Social Studies Achievement				78%	75%	73%	76%	73%	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	54%	55%	-1%	55%	-1%
Cohort Comparison						
10	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison		-54%				

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	71%	66%	5%	67%	4%
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	77%	73%	4%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	57%	4%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

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

Achieve 3000, district formative data

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	32	36
	Economically Disadvantaged	17	20	24
	Students With Disabilities	29	31	34
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	55	N/A
	Economically Disadvantaged	49	53	N/A
	Students With Disabilities	65	58	N/A
	English Language Learners	54	53	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	61	N/A
	Economically Disadvantaged	53	50	N/A
	Students With Disabilities	65	66	N/A
	English Language Learners	27	18	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	43	46
	Economically Disadvantaged	35	37	40
	Students With Disabilities	44	39	43
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	55	N/A
	Economically Disadvantaged	49	50	N/A
	Students With Disabilities	68	45	N/A
	English Language Learners	71	76	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	28	N/A
	Economically Disadvantaged	27	28	N/A
	Students With Disabilities	22	25	N/A
	English Language Learners	27	37	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	78	N/A
	Economically Disadvantaged	N/A	78	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	6	6
	Economically Disadvantaged	5	6	6
	Students With Disabilities	0	6	6
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	39	N/A
	Economically Disadvantaged	36	34	N/A
	Students With Disabilities	36	39	N/A
	English Language Learners	49	50	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	21	N/A
	Economically Disadvantaged	20	32	N/A
	Students With Disabilities	10	2	N/A
	English Language Learners	27	21	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	51	N/A
	Economically Disadvantaged	49	46	N/A
	Students With Disabilities	54	54	N/A
	English Language Learners	29	42	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	7	11
	Economically Disadvantaged	0	0	3
	Students With Disabilities	N/A	50	40
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	39	N/A
	Economically Disadvantaged	39	39	N/A
	Students With Disabilities	43	22	N/A
	English Language Learners	N/A	60	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	N/A	N/A
	Economically Disadvantaged	61	N/A	N/A
	Students With Disabilities	32	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	87	N/A
	Economically Disadvantaged	41	87	N/A
	Students With Disabilities	N/A	96	N/A
	English Language Learners	N/A	N/A	N/A

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	16	24	17	26	39	38	26	41		86	18
ELL	9	23	25	21	31	35	17	17		84	43
ASN	60	31		67	30		50	92		93	85
BLK	25	24	23	21	21	20	39	62		94	47
HSP	34	35	26	29	32	28	38	52		90	51

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
MUL	50	49		46	40		48	67		100	40
WHT	55	45	29	56	40	29	64	78		96	68
FRL	35	35	25	31	31	27	39	58		90	48
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	29	22	28	39	37	49	48		88	36
ELL	13	33	31	25	33	33	48	43		94	45
ASN	67	58		82	82		85	83			
BLK	38	43	38	31	39	32	59	63		95	37
HSP	40	40	29	40	46	42	64	67		96	59
MUL	60	54	58	42	50		71	86		94	73
WHT	65	58	39	61	56	55	81	87		96	62
FRL	41	44	31	41	45	42	68	72		93	52
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	28	32	16	40	51	59	59		88	23
ELL	6	32	36	15	40	40	45	58		81	45
ASN	48	45		45	60		73			100	57
BLK	34	41	32	20	41	53	69	58		90	29
HSP	41	47	40	38	48	37	78	75		91	47
MUL	59	56		61	60		88	79		95	42
WHT	61	56	47	56	58	51	84	81		93	61
FRL	38	45	37	35	49	44	76	70		85	42

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	48
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	531
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	32
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
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	42
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
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	42
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?

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

For the 2021/22 school year, we have to improve on all testing areas. Currently, we know the overall passing percentage for each subject and no specific grade level or other demographic information. Based on this data, we fell in all subject areas. The largest fall was ELA (54 in 2019 to 45 in 2021). This is due to many factors. The three biggest reasons are listed below.
1. COVID Interruptions
2. Student Apathy
3. eLearning Issues

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

We need to focus on ELA. It makes no difference on student ability. We had only 45% of our students achieve level 3 or higher on the ELA. ELA skills especially reading affect every other subject. The other subject area tests have large amounts of reading. As a school faculty, we recognize this fact. As a whole faculty, we are going to integrate reading into our lesson planning.

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

We need to raise our reading scores back to where they were in 2019. Our ILT Team and SAC will be creating reading strategies and activities during the school year. A few examples are monthly reading skill strategy trainings for teachers (PD), Academic Vocabulary, and teacher modelling classrooms. We want EVERY teacher at Durant to become a reading teacher.

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

There is no area of improvement based on the current data. We are waiting the subgroup and grade level data to come out. All of our student score data decreased. We need to improve the testing data in every subject area.

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

no data yet

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

SAT/ACT/PSAT Workshops, Bottom Quartile Tutoring, and Character/Citizenship Lessons, AVID/ Academic Language Monthly Vocabulary, and Student Incentives

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.

The ILT will train the faculty about the instructional focus.

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

Our school is willing to establish a better professional development offerings based on the needs and desires of the school's student and teacher needs. As a school faculty, we have made a commitment to improving our teaching practice to help our student's learning grow and strengthen.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The bottom quartile in reading has seemed to struggle by a point or two in years past. However, in 2019, this group really struggled. In fact, there was a drop of 6%. Our 9th grade students struggled to be successful during the year and currently this class are now seniors For example: through targeted reading instruction, the 154 seniors not meeting the ELA graduation benchmark have currently shrunk to 65. They have faced many difficulties due to COVID. Our staff have had to find different methods and strategies to help them be successful. Additionally, Our SWD subgroup is below the federal index as well. Many of these students are in the bottom quartile as well. We are going to offer tutoring at various times and we are going to teach the students learning strategies to help them improve their grades and learning. For the 2021/22 school year, we have to improve on all testing areas. Currently, we know the overall passing percentage for each subject and no specific grade level or other demographic information. Based on this data, we fell in all subject areas. The largest fall was ELA (54 in 2019 to 45 in 2021). This is due to many factors. The three biggest reasons are listed below. 1. COVID Interruptions 2. Student Apathy 3. eLearning Issues Subject area data: Math: 2021 (42) 2019 (49) Biology: 2021 (51) 2019 (51) Social Studies: 2021 (68) 2019 (78)
Measurable Outcome:	Each quarter in the ELA classrooms, students will be given progress monitoring checks (English: Essays & Reading: NEWSELA testing). We are expecting to see learning growth in the testing results. Also, the Science and Math departments complete quarterly progress monitoring. We are trying to raise our SWD percentage for ESSA to above 41%. At the end of the year, we will determine our success when the ESSA data is released. Currently, we have no data to determine if we raised the SWD in 2020. Once the subgroup data is released, we will reexamine our school's strategies.
Monitoring:	The school administration will monitor the usage of learning strategies in classrooms by doing walk-thoughs and having discussions (meetings) with teachers.
Person responsible for monitoring outcome:	Gary Graham (gary.graham@hcps.net)
Evidence-based Strategy:	Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.
Rationale for Evidence-based Strategy:	We are planning a series of activities during the school year. These activities are designed to improve our testing scores. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.

Action Steps to Implement

Our ILT (Instructional Leadership Team) will supervise the action steps listed below each month. The ILT meets monthly and creates an instructional focus for the month. In a monthly faculty meeting and professional development training, the team will train the faculty about the instructional focus.

1. ESSA DATA (SWD) Plan: over the course of the year, we will be creating, following, and documenting the lesson plans and strategies used with our SWD population. *We will be asking teachers to submit lesson plans using SWD strategies from the following steps. 1. At a faculty meeting, teachers will be creating a list of strategies to be used in the teacher's lessons. 2. Based on the list, professional development will be offered to teachers. 3. Teachers will create and use at least five of these strategies in lesson plans. Sample Strategies: Tutoring/Mentoring by teachers/peers, Chunking, Learning Targets on posted posters, Scaffolding Lessons, Study Guides/Notes, Self Advocacy Training, Teacher IEP Training, Teacher led PD (eg: Kagan & CRISS), Verbal/Written Directions, Textmarking & Notetaking, WICOR/ AVID, Parent Workshops, Student Incentives, CoTeach Workshops, Use Multi-sensory Strategies, Audio Recordings, & Test Taking Skills

2. Monthly Meetings: we will touch base with the faculty about issues or questions they may have when we have our quarterly meeting/ online discussion. Our administration will be providing feedback to teachers and collecting samples of the five strategies. Each month, we will be highlighting a teacher using successfully in their classroom/ lesson plans.

Person Responsible Gary Graham (gary.graham@hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	We realize our goal is related to ELA, but we realize being able to read affects more than the ELA test. The students' abilities to process information is critical. Being a fluent reader affects every subject area. We have seen the struggling readers not do well on all the EOC's and ELA tests and this needs to improve. The bottom quartile in reading has seemed to struggle by a point or two in years past. However, in 2019, this group really struggled. In fact, there was a drop of 6%. Currently, this group fell 9% in 2021. Our current 11th and 10th grade students struggled last year. They have faced many difficulties due to COVID. Our staff have had to find different methods and strategies to help them be successful. For example: through targeted reading instruction, the 154 seniors (last year's juniors) not meeting the ELA graduation benchmark have currently shrunk to 65. Additionally, Our SWD subgroup is below the federal index as well. Many of these students are in the bottom quartile as well. We are going to offer tutoring at various times and we are going to teach the students learning strategies to help them improve their grades and learning. For the 2021/22 school year, we have to improve on all testing areas. Currently, we know the overall passing percentage for each subject and no specific grade level or other demographic information. Based on this data, we fell in all subject areas. The largest fall was ELA (54 in 2019 to 45 in 2021). This is due to many factors. The three biggest reasons are listed below. 1. COVID Interruptions 2. Student Apathy 3. eLearning Issues Subject area data: Math: 2021 (42) 2019 (49) Biology: 2021 (51) 2019 (51) Social Studies: 2021 (68) 2019 (78)
Measurable Outcome:	Each quarter in the ELA classrooms, students will be given progress monitoring checks (English: Essays & Reading: NEWSELA testing). We are expecting to see learning growth in the testing results.
Monitoring:	The school administration will monitor the usage of learning strategies in classrooms by doing walk-thoughs and having discussions (meetings) with teachers.
Person responsible for monitoring outcome:	Gary Graham (gary.graham@hcps.net)
Evidence-based Strategy:	Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.
Rationale for Evidence-based Strategy:	We are planning a series of activities during the school year. These activities are designed to improve our testing scores. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.
Action Steps to Implement	

Our ILT (Instructional Leadership Team) will supervise the action steps listed below each month. The ILT meets monthly and creates an instructional focus for the month. In a monthly faculty meeting and professional development training, the team will train the faculty about the instructional focus.

1. SAT/ACT/PSAT Workshops: our reading coach (reading) and math coach (math) for every SAT and ACT test offers a Saturday Bootcamp the week before the test. Also, there will be bootcamps offered at various times for the preparation of the PSAT test. The Bootcamps are open to all students taking the SAT/ACT test. However, the bulk of the students attending the tutoring are the students needing to earn the ELA FSA Concordant score for their graduation benchmark. Of course, we hope our students scores will be high enough to help them with college enrollment. Listed below is a possible list of Post-Secondary goals.
-A CTE meeting was held during pre-planning to identify areas of potential growth in industry certifications. An incentive plan is being developed and implemented by the College and Career Counselor in conjunction with CTE teachers.
-Targeted students have been identified for acceleration through dual enrollment by administration and guidance. Student enrollment in DE on campus will increase as more teachers are being recruited to teach and more sections are being offered.
-Potential AP students have been identified and recruited through the Curriculum Fair for AP courses. AP teachers have been prepped on MY AP classroom. Spring boot camps will be scheduled by AP teachers with the APC.
-ROTC identified specific students who were not accelerated and eligible to take the ASVAB. Those students will receive prep materials to be able to show proficiency on the ASVAB and earn acceleration.

2. Bottom Quartile Tutoring: A few times a month, we will be offering reading tutoring for the bottom quartile 9th and 10th grade students. The tutoring will give parents a chance to give their students some extra reading practice. The tutoring will use multi-grade level passages and topics. We are offering this tutoring due to FSA score data from last year. The reading growth fell for all students especially the bottom quartile.

3. The math and science department teachers offer tutoring each week. There is a weekly schedule created by the teachers in those departments when school begins. More Information will be posted.

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

Person Responsible   Gary Graham (gary.graham@hcps.net)

#3. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	We are gathering the information for this question. However, in the past, our school has been working on raising the student attendance rate and lowering discipline incidents. As a school, we offer various student incentives to help with these issues. Depending on our final data numbers for this year, we may adjust our focus. However, raising attendance and increasing better student behavior will always be important. Students want to feel safe and treat each fairly. Also, the students want opportunities to learn about good character, bullying, health (sex) education, discrimination issues, with a variety of learning strategies, be assigned helpful homework, be mentored, learn about goal sitting, and be recognized & rewarded for good work. Our students want to basically be fully involved and informed about issues in education. The students want to be treated as an equal partner in the learning process. They have needs and issues that should be addressed and not ignored. Also, our EWS data needs to improve. We need less failures in ELA and math, higher testing scores, less suspensions and discipline problems, and better attendance. If we can get better behavior and more attendance, the student achievement will increase hopefully.
Measurable Outcome:	For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements. We will determine if student feelings have changed/improved on the climate surveys at the end of the year. Also, if our EWS numbers improve, then the activities and strategies used were helpful.
Monitoring:	The school administration will monitor the usage of climate and culture strategies in the school by monitoring school activities and having discussions (meetings) with teachers.
Person responsible for monitoring outcome:	Gary Graham (gary.graham@hcps.net)
Evidence-based Strategy:	Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.
Rationale for Evidence-based Strategy:	We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interested in our school. More activities will be added/changed/deleted as the school year progresses.
Action Steps to Implement	

1. Student Incentives: for each quarter of the year, the students will be given the opportunity to be awarded with an incentive if they complete the requirements.
Quarter 1- welcome back treats for all students returning to school.
Quarter 2- any student earning the honor roll will be given an athletic ticket pass.
Quarter 3- any student showing grade improvement in at least one class or maintaining the honor roll, have no discipline, and 3 or fewer absences will be allowed to attend a faculty student basketball game or a movie.

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

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

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

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

5. Social Media posts: a staff member will be creating/making social media postings to FACEBOOK, Instagram, and Twitter by using Hootsuite. Also, we are going to keep our school webpage and gradebook updated.

6. Teacher of the month: starting with September, the students will nominate a teacher of the month. The students will have one week to make the nominations. After the nominations, the administrative staff will pick the teacher of month from all entries.

7. Instructional Leadership Team (ILT): the ILT is a group of teachers who have volunteered to serve. Our administration picked the team from the volunteers. The team meet monthly to create professional development, create solutions for problems, discuss issues, etc.

Person Responsible Gary Graham (gary.graham@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Durant realizes our discipline and attendance issues have effected our school climate and student achievement. The faculty have had meetings to discuss this. As the year progresses, we will be creating, implementing, and evaluating strategies and activities designed to improve our school. Additional information will be added as these activities and strategies are completed.

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.

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

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

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

1. Parent Workshops
2. Monthly SAC Activities
3. ILT (Instructional Leadership Team)
4. Teacher/Student of the Month
5. Hallway Bulletin Boards
6. Craft Fair
7. Social Media Postings
8. Parent Link
9. AVID and SWD Strategy Monitoring and Collection
10. Tutoring
11. Test Prep Bootcamps
12. Student Incentives
13. Encouragement Posters
14. Freshman Friendly

15. TV Production Stories
16. Monthly Word of the Month
17. Club Preview/Elective Fair
18. College Nights
19. Pep Rally
20. AVID Week Celebration
21. Sporting Events
22. Fun Friday (SGA: Student Government)
23. Club Day
24. Teacher Appreciation Week Activities
25. Hispanic and Black History Months Celebrations/Activities
26. National Literacy Week

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

Faculty and Staff: Our staff try everyday to go beyond our best efforts to create a positive learning environment. We realize the only way our students can learn is attending a school that is safe and productive.

Parents: The parents help our culture by supporting and attending school events and functions, aiding in their child's learning, and participating in school clubs and associations.

Students: The students need to attend school everyday, follow rules, support each other, and work to the best of their abilities.

Community: Just like parents, we need the community to support our learning community.

Part V: Budget

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

1	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
3	III.A.	**Areas of Focus: Culture & Environment: Early Warning Systems**	$0.00
		Total:	**$0.00**