

Hillsborough County Public Schools

Durant High School



2022-23 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 |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 77% |
| 2021-22 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 | 2021-22: B (59%) 2018-19: B (59%) 2017-18: B (59%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | No | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 52% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | B | | B | B |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Graham, Gary | Principal | He is the leader of the school. |
| Culpepper, Candace | Assistant Principal | She takes care of the building and athletics. |
| Watson, Mark | Assistant Principal | He is in charge 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 2022 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 2022 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.*

17

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 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 625 | 630 | 564 | 576 | 2395 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 65 | 75 | 63 | 253 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 407 | 425 | 432 | 277 | 1541 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 56 | 77 | 64 | 263 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 40 | 39 | 29 | 165 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 175 | 161 | 0 | 0 | 336 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 154 | 98 | 0 | 0 | 252 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 | 154 | 53 | 7 | 396 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 105 | 102 | 112 | 115 | 434 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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

Friday 9/30/2022

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 | 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 | |

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 | 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 | |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 48% | 52% | 51% | | | | 54% | 56% | 56% |
| ELA Learning Gains | 51% | | | | | | 50% | 54% | 51% |
| ELA Lowest 25th Percentile | 38% | | | | | | 35% | 41% | 42% |
| Math Achievement | 49% | 39% | 38% | | | | 49% | 49% | 51% |
| Math Learning Gains | 58% | | | | | | 51% | 48% | 48% |
| Math Lowest 25th Percentile | 52% | | | | | | 47% | 45% | 45% |
| Science Achievement | 62% | 46% | 40% | | | | 73% | 69% | 68% |
| Social Studies Achievement | 72% | 49% | 48% | | | | 78% | 75% | 73% |

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 |

| 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 |
| 2022 | | | | | |
| 2019 | 71% | 66% | 5% | 67% | 4% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 77% | 73% | 4% | 70% | 7% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 29% | 63% | -34% | 61% | -32% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 61% | 57% | 4% | 57% | 4% |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 19 | 35 | 34 | 32 | 59 | 51 | 38 | 41 | | 96 | 31 |
| ELL | 14 | 37 | 34 | 24 | 49 | 50 | 29 | 42 | | 94 | 33 |
| ASN | 75 | 77 | | 68 | 63 | | 85 | 81 | | 100 | 46 |
| BLK | 34 | 49 | 30 | 30 | 65 | 75 | 52 | 57 | | 94 | 43 |
| HSP | 41 | 46 | 34 | 40 | 54 | 54 | 54 | 62 | | 95 | 51 |
| MUL | 52 | 61 | 50 | 61 | 63 | | 78 | 80 | | 100 | 71 |
| WHT | 54 | 53 | 41 | 59 | 60 | 44 | 68 | 82 | | 96 | 66 |
| FRL | 34 | 42 | 33 | 38 | 52 | 51 | 51 | 65 | | 93 | 46 |
| 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 |
| 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 |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|--|-----|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |

| ESSA Federal Index | |
|---|-----|
| Progress of English Language Learners in Achieving English Language Proficiency | 71 |
| Total Points Earned for the Federal Index | 656 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 44 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 74 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 53 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 55 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | 68 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 62 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

Our school wants to achieve an A school grade. We will be working on improving the subject area testing scores. Even though we showed improvement from the 2020/21 school year, we are working toward higher data numbers. We want the A. Our subject area data from 2021/22 school year was:

1. Science 62%
2. Social Studies 72%
3. Math 49%
4. Reading 48%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We need to focus on ELA. It makes no difference on student ability. We had only 48% 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 2022 state assessments, showed the most improvement?

All of our subject areas improved. The students were all back in the building and we are beginning to create a more focused academics. This year, our school will continued to grow and improve.

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

As a whole, our staff was making learning how to school a primary purpose (focus) for all stakeholders. Our hope is this trend to continue this year.

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

SAT/ACT/PSAT/FSA Workshops, Bottom Quartile Tutoring, and Monthly Strategies, Parent Workshops, 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, TDD's, PLC's, and SAC 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Teacher Morale, Parental Involvement, and Student Attendance, Tardies, and Discipline

**Area of Focus
Description and
Rationale:
Include a rationale
that explains how it
was identified as a
critical need from
the data reviewed.**

Our school culture due to the pandemic has been effected. We have been working to improve our climate and then COVID 19 hit. When we reviewed early warning system data, teacher SAC survey, and the climate surveys, we noticed weakness in teacher morale, parental involvement in school issues, and student early warning systems in the areas of attendance, tardies, and discipline.

1) Our faculty have lost it connectiveness the past few years and we have lost several staff members; which means we have new staff members. In fact, one of our school committees, Teacher Sunshine, dissolved. There is little interaction between departments.

2) 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. Student absences were higher this year, more students were tardy to class, and discipline was higher. Raising attendance and increasing better student behavior will always be important. The students need to be in school with appropriate behavior in order to learn better.

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

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

3) Parental involvement is essential to having a successful school. We need the parents to especially come to conference nights, sporting events, concerts, and meetings. On the climate survey, parents feel they need to be more informed and be given more opportunities to come.

**Measurable
Outcome:
State the specific
measurable
outcome the school
plans to achieve.
This should be a
data based,
objective 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:
Describe how this
Area of Focus will be
monitored for the
desired outcome.**

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:

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

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:

Explain the rationale for selecting this specific strategy.

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

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

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- no D's or F's

Quarter 2- no tardies

Quarter 3- no discipline

Quarter 4: less than 3 absences

2. 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.

3. Parent Quarterly Workshops: for each quarter, the parents will be invited to attend an information learning opportunity.

Quarter 1: Technology

Quarter 2: Testing & Candy Apples

Quarter 3: Multicultural Food Night

Quarter 4: Spring Games

4. Sunshine Committee: this group is responsible for the faculty social activities. The activities are designed to the staff get know each other and show compassion when needed. Some examples: staff luncheons, holiday parties, chili cook off, gift giving, birthdays, donations, retirements, and funeral flowers.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus
Description and
Rationale:
Include a rationale
that explains how
it was identified as
a critical need
from the data
reviewed.**

Our school should have earned a C school grade last year. Our students did not do as well on each of the school grade components. This is doubly true for the subgroups. When ESSA first start in the fall 2019, Durant only one subgroup, SWD, below the 41% cutoff limit with 39%.

After the 2020/21 testing, we have three subgroups below 41% and two subgroups slightly above with 42%. We were working to improve the three subgroups below and were watching the other two. We are hoping these subgroups improved for 2021/22 school year. The chances are great for improvement since we raise our school grade to a B. However, we are creating an area of focus just in case. Our subgroups data numbers presently, July 2022, are HIS 42, FRL 42, SWD 33, ELL 32, & BLK 38.

With the recent release of the subgroup data, our school has no subgroups below 41%. We have discussed this and have decided to leave this area of focus in our SIP. We want to maintain and/or improve our subgroup data.

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

Each quarter in the ELA classrooms, students will be given progress monitoring checks in ELA. We are expecting to see learning growth in the testing results. Also, the Science, History, and Math departments complete quarterly progress monitoring.

We are trying to maintain and/or raise our subgroups for ESSA above 41%. At the end of the year, we will determine our success when the ESSA data is released.

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

The school administration will monitor the usage of subgroup strategies in the school by monitoring school activities and having discussions (meetings) with teachers.

**Person
responsible for
monitoring
outcome:**

[no one identified]

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

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:
Explain the
rationale for
selecting this**

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.

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

Action Steps to Implement

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

1. Subgroup Book Study: for our struggling subgroups, we will be reading an adult book from its culture and viewpoint. Hopefully, the books will help the staff understand the subgroup's perspective; so we can establish better relationships with students from the subgroup.
2. Ellevation Training: a district ELL trainer will demonstrate for the staff the computer program and its uses.
3. Subgroup Roster Analysis: it is important for us to know what subgroups are students are in.
4. Monthly Teaching Strategies for all teachers: each month, SAC will present some professional development of one teaching strategy that can used for any subject area. There will be 10 strategies presented by the end of the year.
5. ILT Professional Development: the group will present complimentary professional develop of teaching strategies from #4.
6. TDD (teacher talent developers) Professional Development: the TDD's will be offering Tips and Tricks PD in the areas of questioning techniques, lesson planning, and classroom management.
7. Student Readiness for the Public Postsecondary Level: we are striving to ensure our students are ready for life after high school. Sample activities follow:
 - AVID: This class encourages preparation for life after high school and teaches learning and life skills.
 - Industry Certifications: The students leave our school ready for possible jobs. Last year, our students earned almost 500 (453) industry certifications.
 - College and Career Counselor: Our counselor aids students with college needs, SAT/ACT testing, community hours, and scholarships. She has a Canvas page to give students needed information about college nights, scholarships, etc.
 - Future Career Academy: The senior students will learn about careers and employment after high school. The academy will help them decide which is better for them college or a trade.
 - Senior Success: This class teaches students how to be better learners now and in future learning environments.
 - Dual Enrollment: Enroll in classes earning both high school and college credit.
 - College Success: Open to freshmen. This class teaches our incoming about being a studious student begins now in the 9th grade.

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

#3. Instructional Practice specifically relating to B.E.S.T. Standards

| | |
|---|---|
| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | <p>Our school wants to achieve an A school grade. We will be working on improving the subject area testing scores. Even though we showed improvement from the 2020/21 school year, our subject area data from 2021/22 school year was:</p> <ol style="list-style-type: none"> 1. Science 62% 2. Social Studies 72% 3. Math 49% 4. Reading 48% |
| Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | <p>Each quarter in the ELA classrooms, students will be given progress monitoring checks in ELA. We are expecting to see learning growth in the testing results. Also, the Science, History, and Math departments complete quarterly progress monitoring.</p> |
| Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. | <p>The school administration will monitor the usage of the teaching strategies in the school by monitoring school activities and having discussions (meetings) with teachers.</p> |
| Person responsible for monitoring outcome: | <p>[no one identified]</p> |
| Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. | <p>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.</p> |
| Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | <p>We are planning a series of activities during the school year. These activities are designed to improve our testing scores and to improve our school climate. Our primary focus will be making sure all stakeholders have a vested interest in our school. More activities will be added/changed/deleted as the school year progresses.</p> |

Action Steps to Implement

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

1. Subject Area Strategies: each subject area will be creating an implementation plan for student growth. The department will use these during the school year.
2. Monthly Vocabulary Strategies for all teachers: each month, SAC will present some professional development of one Vocabulary strategy that can be used for any subject area. There will be 10 strategies presented by the end of the year.
3. Monthly Literacy Strategies for all teachers: each month, SAC will present some professional development of one literacy strategy that can be used for any subject area. There will be 10 strategies presented by the end of the year.
4. ILT Professional Development: the group will present complimentary professional development of teaching strategies from #2 & #3.

5. TDD (teacher talent developers) Professional Development: the TDD's will be offering Tips and Tricks PD in the areas of questioning techniques, lesson planning, and classroom management.

6. Student Readiness for the Public Postsecondary Level: we are striving to ensure our students are ready for life after high school. Sample activities follow:

-AVID: This class encourages preparation for life after high school and teaches learning and life skills.

-Industry Certifications: The students leave our school ready for possible jobs. Last year, our students earned almost 500 (453) industry certifications.

-College and Career Counselor: Our counselor aids students with college needs, SAT/ACT testing, community hours, and scholarships. She has a Canvas page to give students needed information about college nights, scholarships, etc.

-Future Career Academy: The senior students will learn about careers and employment after high school. The academy will help them decide which is better for them college or a trade.

-Senior Success: This class teaches students how to be better learners now and in future learning environments.

-Dual Enrollment: Enroll in classes earning both high school and college credit.

-College Success: Open to freshmen. This class teaches our incoming about being a studious student begins now in the 9th grade.

Person Responsible

Gary Graham (gary.graham@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 going to use to create a better culture.

1. Parent Workshops
2. Monthly SAC Activities
3. ILT (Instructional Leadership Team)
4. Teacher/Student of the Month
5. Hallway Bulletin Boards
6. Craft Fair
7. Social Media Postings
8. Parent Link
9. AVID and SWD Strategy Monitoring and Collection
10. Tutoring
11. Test Prep Bootcamps
12. Student Incentives
13. Encouragement Posters
14. Freshman Friendly
15. TV Production Stories
16. Monthly Word of the Month
17. Club Preview/Elective Fair
18. College Nights
19. Pep Rally
20. AVID Week Celebration
21. Sporting Events
22. Fun Friday (SGA: Student Government)
23. Club Day
24. Teacher Appreciation Week Activities
25. Hispanic and Black History Months Celebrations/Activities
26. National Literacy Week

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

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.