

The School District of Desoto

Desoto Secondary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[no web address on file]

Demographics

Principal: Amy Bennett

Start Date for this Principal: 7/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: I (%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[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)
Combination School KG-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	67%

School Grades History

Year	2021-22	2020-21
Grade	I	

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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

Provide the school's vision statement.

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

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
Jones, Ermatine	Assistant Principal	<ul style="list-style-type: none"> • Understand and implement School Improvement Plan and any corresponding goals relating to the School Improvement Plan • Direct, instruct and responsible for overseeing student progress throughout the school year • Assist with, coordinate and support testing of all students • Consult with education teachers (emphasis on reading and math) for student instruction • Identify sources for post-secondary support for all students • Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as provide support • Oversee Safety and Security of the school and monitor/implement strategic action steps pertaining to student, staff for campus safety • Provide support and situational guidance to the IEP team on issues related to the SWD population • Develop all student schedules • Meet with teachers regarding individual students as needed to assist in their academic achievement • Collaborate with parents, teachers, and district level staff in positive and effective manners to insure focus on student success • Attend workshops, meetings, and/or trainings that will emphasize current policies, procedures, and legal issues associated with IEPs, 504 plans, ELL students or discipline issues • Monitoring of school wide discipline data and facilitate discipline across all grade levels. • Track 11th and 12th grade standard diploma/ ESE students for graduation course requirement completion • Identify declining grades and student GPA concerns • Conducts one-on-one meetings with students who are in need (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.) • Coordinates with staff to facilitate an effective discipline process focusing on student academic achievement, social development, and positive behavior support system (PBS). • Administer budget, hire and evaluate staff
Teacher,	K-12	<ul style="list-style-type: none"> -Implements and supports evidence-based best practices in classrooms -Assist with PBIS Team to develop, support and maintain a classroom systems and schoolwide procedures and implementation. -Sets up, administers and monitors students while taking standardized tests. Ensuring that students are adhering to testing requirements while maintaining the integrity of all tests and materials. - Provides necessary support for all students to improve individual success towards graduation -Monitors attendance and/or truancy patterns, and provide collaborative efforts with staff, district and outside agencies -Mentors and counsels students as well communicates with parents to discuss behaviors, interventions, and provide academic information as well as support

Demographic Information

Principal start date

Tuesday 7/26/2022, Amy Bennett

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.*

0

Total number of teacher positions allocated to the school

3

Total number of students enrolled at the school

77

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

0

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

1

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	4	8	34	10	7	3	7	73
Attendance below 90 percent	0	0	0	0	0	0	1	3	15	6	1	0	4	30
One or more suspensions	0	0	0	0	0	0	4	7	23	5	6	1	1	47
Course failure in ELA	0	0	0	0	0	0	3	3	6	0	1	1	4	18
Course failure in Math	0	0	0	0	0	0	4	2	4	0	0	1	3	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	19	6	3	1	4	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	5	26	3	2	2	3	45
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	6	29	9	4	3	7	61

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	4	8	34	9	7	3	7	72

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	2	6	24	7	3	3	7	52
Students retained two or more times	0	0	0	0	0	0	1	4	18	8	6	2	4	43

Date this data was collected or last updated

Monday 8/8/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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		29%	55%						61%
ELA Learning Gains									59%
ELA Lowest 25th Percentile									54%
Math Achievement		6%	42%						62%
Math Learning Gains									59%
Math Lowest 25th Percentile									52%
Science Achievement		19%	54%						56%
Social Studies Achievement		40%	59%						78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	10%	32%	-22%	54%	-44%
Cohort Comparison		0%				
07	2022					
	2019	0%	29%	-29%	52%	-52%
Cohort Comparison		-10%				
08	2022					
	2019	0%	40%	-40%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	9%	36%	-27%	55%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019	18%	33%	-15%	54%	-36%
Cohort Comparison		-9%				
08	2022					
	2019	0%	8%	-8%	46%	-46%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	29%	-29%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	9%	43%	-34%	71%	-62%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	58%	-27%	70%	-39%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	40%	-40%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	39%	-39%	57%	-57%

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
HSP	20	36		14	40						
WHT										50	
FRL	17	31		11	54					57	
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP										80	
WHT	10									42	
FRL	7	14			14		8			58	
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP										6	
WHT										15	
FRL										7	

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)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	155

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	76%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	50
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

Data has shown that many students that arrive at DeSoto Secondary School are typically behind one to three years academically, with no major differential amongst subgroups. DSS finds that Math and ELA reflect almost equally low overall performances. For example, in 20/21 88.9% of DSS students scored a Level 1 on ELA Assessments, whereas with other schools in the district averaged 38.9% for ELA demonstrating the vast difference of low scores with our students. Our 8th grade population demonstrated the largest group with the lowest proficiency for both content areas, but it also happens to be our largest enrollment group.

FSA data shows that 73 students scheduled to test in Math, DSS had an 8% increase of students scoring a level one in 21/22 than in 20/21 of the 38 students testing. A decrease of 6% for level two in 21/22 than in 20/21 and no change for level three either years at 2%

For ELA, from the 73 students scheduled to test, there was a 3% increase of student receiving a level one in 21/22 than in 20/21. A 1% change for level two and no difference for level three at 2%.

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

The data components that had the greatest needs for improvement observed in '22 state assessments and progress monitoring were both math and ELA for DeSoto Secondary School students. Where the state achievement for Level 1 is 23.3% in 2021, DSS doubles that rate for Level 1.

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

The contributing factors to this need for improvement are school readiness (i.e. being prepared academically), poor attendance, decrease of motivation, low background knowledge of subject/course, and comprehension deficits. With our Level 1 students, we will focus on taking a deeper look at scaffolding standards and utilize data from Performance Matters to assist in driving instruction for those standard deficits.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

For DeSoto Secondary School students, the data component that showed the most improvement was in ELA. Although many of our students remained in Level 1 status, of the total students tested in '22 when compared to '21, 56.25% showed gains in their ELA scores.

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

The contributing factors to this improvement in ELA were that we used Performance Matters to tailor instruction for specific deficits for students' needs, conducted and used STAR assessment throughout the school year to drive instruction, conducted small groups for detailed instruction, and improved attendance through positive motivation and extrinsic rewards, and focused on detailed standards to cultivate intellectually and/emotionally safe classrooms.

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

DeSoto Secondary School will implement and identify crucial knowledge and/or skills that students may need for comprehending and analyzing texts. Students that are proficient in specific skills will shoulder partner with students that have a deficit in that area and work together. We will implement long range plans of activities that have meaningful and complex experiences to celebrate students' success.

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.

DeSoto Secondary School will continue to seek professional development opportunities that will help our staff better understand the behaviors of our challenging student population and the diversities they encounter. The staff will meet regularly with guidance counselors from DeSoto High School and DeSoto Middle School to continue the understanding of each school's curriculum requirements to ensure a smooth transition back to their home school.

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

DeSoto Secondary School will continue to engage students in rigorous standards-based content by planning and delivering standards-based instruction. Teachers will provide multiple ways for students to access learning to take ownership of their education. Desoto Secondary School staff reach out to community resources to continue relationships between parents, students, families, staff, and students with incentives that will be used to help promote increase involvement for school activities. One of the additional services that Desoto Secondary School provides is Reduced Services that are provided for students that cannot operate in various traditional educational settings (e.g. crowds, long periods of time, noise). DSS will offer an additional hour of tutoring prior to the start of the school day to increase student achievement. Finally, Desoto Secondary staff will continue to seek professional development for academic improvement for students and complete requirements for advancement in classrooms.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus****Description and Rationale:**

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

Although many of Desoto Secondary Students utilize technology to complete assignments and earn credits for academic advancement, students still lacked critical engagement to improve low reading and math scores. Critical components DSS will implement are accountability tools that teachers can use to improve student achievement in core content areas. Teachers will build provide instruction based on the result of formative and summative assessments of target areas based on acknowledged and recognized need for improvement.

Measurable**Outcome:**

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

By focusing on core content areas using accountability tools, formative and summative assessments to drive instruction, district progress monitoring, and the study material used in our digital curriculum, In the 2022-2023 school year Desoto Secondary Students will make 10% to 20% gains from their existing level in core subjects.

Monitoring:

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

Administration and teachers will consistently meet to discuss challenges and success of students in their core subject utilizing summative and formative scores, STAR results, Performance Matters and data from students curriculum platform APEX.

Person responsible for monitoring outcome:

Ermatine Jones (ermatine.jones@desotoschools.com)

Evidence-based Strategy:

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

Teachers and Administration conduct data chats with students to review progress and deficits, at a minimum of bi-weekly, to inform, encourage and/or celebrate success. Teachers communicate with parents at a minimum monthly, via multiple sources to discuss students. Teachers and administration meet weekly to discuss/build scaffold instruction to support challenging students.

Rationale for Evidence-based Strategy:

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

The rationale for this criteria is to have all staff included for the well being of every student. Each teacher is aware of how to support each students in their core subject in order to meet their needs.

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.

Orchestrate and utilize district trainings, professional development and conferences designed to increase student engagement, close learning gaps, improve statewide assessments, especially for our ESSA, ELL and low performing students.

Person Responsible Ermatine Jones (ermatine.jones@desotoschools.com)

Conduct classroom walkthroughs to monitor teacher strategies that foster positive and purposeful student learning. Engage in data chats with students regarding individual progress/achievement. Assure students are obtaining learning strategies and teachers are using tools needed for student success.

Person Responsible Ermatine Jones (ermatine.jones@desotoschools.com)

Oversee bi-weekly staff meetings to review student standings/assessments/progress. Provide opportunities for teachers to share instructional strategies in support of reading, math and critical thinking. Oversee student course placement, instructional plans and district and statewide assessment data for student transition.

Person Responsible Ermatine Jones (ermatine.jones@desotoschools.com)

#2. Positive Culture and Environment specifically relating to Attendance and Motivation

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

Students cannot learn if they are not present at school. The greatest focus for DeSoto Secondary School is attendance and encouraging students to attend on a regular basis. Students that attend alternative schools have additional challenges with regard to absences because they are often classified as the "last chance" placement option for those that are habitually truant or likely to drop-out. Over 60 % +/- of the students attending DeSoto Secondary School have met or is in critical eligibility for meeting dropout criteria. Due to being academically unsuccessful for several grades or have repeated grades, consistently poor test scores, low GPA's and /or credits (high school), lack of proficiency in reading, and/or math, in addition to extenuating circumstances that occur outside of school, we find our students lack motivation to want to continue academically in DSS, and lack skills needed to achieve a General Education Diploma within a relatively short time.

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

For the 2022/2023 Desoto Secondary will attempt to improve the daily average attendance by 65% or more, determined by attendance obtained in Skyward portal that records Desoto's school data. Students that attend regularly each semester, 80 days or better, will achieve the completion of a minimum of two courses, of any subject, which will enhance reading and/ or math assessment gains by 5% by end of year assessment.

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

Desoto Secondary will continue to utilize specific strategies and learning opportunities for this area of focus individuals to prevent dropout decisions with one to one instruction, increased data chats, chunked/scaffold instruction. Establishing and maintaining academic relationships teams to discuss and implement strategies for retention of students or discuss various positive educational options.

Person responsible for monitoring outcome:

Ermatine Jones (ermatine.jones@desotoschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being

Desoto Secondary conducts weekly and monthly PBIS recognition to celebrate students reaching multiple goals; with attendance on the list. We provide daily positive verbal feedback, acknowledgement and encouragement which leads to greater incentives of students reaching attendance goals. Meeting with teachers, administration, parents and student to create binding but achievable contracts to reach tiered attendance goals implements strategies for attendance improvement.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

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

By building supportive academic relationships and participating in instruction is that is better teacher- student collaborative, students can learn be accountable and held responsible for their own learning. Teachers are then establishing a unique roll by allowing in addition to academic recall, build and boost their own understanding of what a student knows hence encourages a sense of knowledge ownership and encourages success of wanting to participate and attend school.

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.

- Recognition of students with perfect or better attendance in a given timeframe.
- Daily robo calls home for all students absent from school.
- Phone calls home for all students missing 2 or more consecutive unexcused absences. Teachers will contact home for absent students to help keep parents/guardians aware of student absences
- Home visits for students absent more than a specific # of days over a given time period by social worker and or dropout prevention specialist.
- Attendance contracts for students with specific # of unexcused absences over a given time period with parent, student, dropout prevention specialist, social worker and school team member. The contract signatures discussed will adhere students and parents/guardians more accountable for improving students attendance.
- Referrals to truancy court for students that have been unsuccessful with attendance contracts, district attendance requirements as outlined in the Student Handbook and on the District website.

Person Responsible [no one identified]

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.

Desoto Secondary School is working very hard to remove the stigma of being identified as a 'bad' or 'school for bad students' to being recognized as a school for student transition. We wholeheartedly welcome community members, stakeholders, district leaders and school board members to tour and engage with the staff and students in observing the various positive changes and optimistic impact we have created in the previous year. The incredible staff at Desoto Secondary are such a vital component to the changes and success at DSS. Our staff provide an "all in" approach" from being exemplary models in the classroom to keeping the building immaculate, they create a positive culture that promotes relationships with stakeholders and parents to communicate with us about DSS practices and procedures.

Although small in number, the staff readily accepts herculean responsibilities by encouraging, engaging and tirelessly participating in many first time ideas to improve student learning, accountability, attendance and success! For example, a district luncheon and meet and greet was held to introduce improvements of DSS to the community and allow students to meet district leaders. This student lead luncheon, open to all district employees, allowed students to demonstrate learning strategies, display work examples and present a thriving new and ongoing positive culture via a video and student led tours. Even in such a small rural community, students were able to identify and meet individuals they had only heard by name. The luncheon was successful with many students participating in roles, such as a s tour guides, guest speaker, door greeter, wait staff /server upon initial selection, they didn't think they were capable of achieving. The students were most delighted of the many compliments for their job well done.

We are very also very proud of our PBIS initiatives: C-Choices, A-Achieve, R-Respect, E-empathy-Respect and

S: Safe, A: Accountable, F: Fantastic E: Excellence. Students and staff not only learn these acronyms but are encouraged to practice and are held responsible to apply them to all actions; physically, behaviorally and academically. Posters displaying the PBIS initiatives are placed throughout the building and classrooms to be referred to by staff and students. The initiatives are used to call out negative behavior or compliment wanted behaviors. DSS saw a significant reduction in student referrals for various negative behaviors by relating to the outcome of using these PBIS initiatives when compared to previous years at Desoto Secondary School.

Desoto Secondary will strive to continue and build an environment that is even more appreciated by our parents. We want parents to feel welcomed to provide feedback that positively impacts the entire school; not just their student. DSS want parents to play an important role for making the schools conducive to teaching and learning. This year as part of that initiative, DeSoto Secondary held its first evening event. A semi-formal, student appreciation and celebration of progress. Students and parents participated in creating the food for the dinner, providing decorations and program intinaries. Over 130, parents, students, teachers, district leaders and board members attended the event, held at the school. Parents were provided RSVP invitations to attend. This event celebrated students making progress of completing from just a few courses, demonstrating the PBIS acronym CARES, success of transitioning to their home school (DMS,DHS) and to our five graduates! It was a star studded event with students as guest speakers.

As the positive culture and environment continues to grow, events such as Student Appreciation Week, where students collectively select the approved rewards and activities they would like to see implemented for their success or "Meet The Teach" where teachers stay late or arrive early to meet with parents to accommodate work schedules. Desoto Secondary School staff and administration will continue to work with parents, community leaders, stakeholders, district leaders, other Desoto county school to acquire a meaningful relationship that is transparent, safe and supportive to meet the needs of our students behaviorally,academically and socially.

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

For Desoto Secondary School the stakeholders are students, parents, school staff/personnel, district staff/leaders, school board members, and community business partners. Each of these stakeholders play individually and collectively, an important role in managing schools in Desoto County. They are responsible for achievement of learning outcomes through their active participation in school activities, programs and

projects for all county schools. However, for DSS it is even more imperative for stakeholders to play such an active role and communicate effectively, as it directly affects and impacts our community if we can't function to meet the needs of educating our students. Either directly or indirectly, stakeholder's support provided to DeSoto Secondary, can determine a positive, academically and behavioral social individual for the betterment of our community and beyond. Our stakeholders provide support that all best practices are regularly being complete or met for an successful future outcome of tomorrow's students.