Desoto County High School

2023-24
Schoolwide Improvement Plan (SIP)

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Desoto County High School

1710 E GIBSON ST, Arcadia, FL 34266

http://dhs.desotoschools.com/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
White, Joshua	Principal	The leadership team consists of the Principal, Assistant Principals, and Dean of Students. The leadership team works with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team also works with the Guidance department, Department Heads, and all staff members on a regular basis to review data, plan interventions, enhance strategies, and discuss the progress of all students. The Principal is responsible for direct contact with district personnel to ensure all possible resources are available to the school and school staff members. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Langston, Cynthia	Assistant Principal	The leadership team consists of the Principal, Assistant Principals, and Dean of Students. The leadership team works with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team also works with the Guidance department, Department Heads, and all staff members on a regular basis to review data, plan interventions, enhance strategies, and discuss the progress of all students. The Principal is responsible for direct contact with district personnel to ensure all possible resources are available to the school and school staff members. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Knowles, Sara	Assistant Principal	The leadership team consists of the Principal, Assistant Principals, and Dean of Students. The leadership team works with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team also works with the Guidance department, Department Heads, and all staff members on a regular basis to review data, plan interventions, enhance strategies, and discuss the progress of all students. The Principal is responsible for direct contact with district personnel to ensure all possible resources are available to the school and school staff members. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.
Henry, Tommie	Dean	The leadership team consists of the Principal, Assistant Principals, and Dean of Students. The leadership team works with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team also works with the Guidance department, Department Heads, and all staff members on a regular basis to review data, plan interventions, enhance strategies, and discuss the progress of all students. The Principal is responsible for direct contact with district personnel to ensure all possible resources are available to the school and school staff members. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The DeSoto County School District and DeSoto County High School enhanced the focus on obtaining feedback and input from all stakeholders in the development of the School Improvement Plan - primarily through the use of the School Advisory Council (SAC). The SAC has long been utilized at DeSoto County High School and continues to include a wide breadth of stakeholders with a focus on enhancing student education and experience at DeSoto County High School. The SAC includes the school leadership team, school counselors, teachers (from both secondary and primary schools in the District), parents of students attending the high school, business leaders, and a representative from the DeSoto County Sheriff's Department. The SAC also includes several students representing various student groups, including the Student Union representatives, JROTC leadership students, and general students without specific affiliations). To create the School Improvement Plan (SIP), school-level data were reviewed by the DHS leadership team and shared with area/department heads. The data were then shared with all school faculty and staff members during the 2023-2024 pre-planning process. The progress of students (overall) was discussed with all stakeholders through the established SAC process, which helped inform and guide the development of the SIP. Faculty and staff input was solicited to ensure goals were appropriate for the priorities and needs of students during the upcoming school year. The final slate of school-wide goals, as well as department-based (subject-based) goals, were selected and voted upon by faculty within each department where a school-wide goals was identified.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

DeSoto County High School (DHS) leadership team and administrators will continue to place a priority on the success of each student attending the school, which includes regularly monitoring school-wide goals and progress towards student achievement. The DHS leadership team will engage in monthly School Advisory Council (SAC) meetings to discuss progress towards School Improvement Plan (SIP) goals and student achievement based on state standards and the overall Florida school-wide grading system. The monthly SAC meetings are open to any stakeholder interested in attending and are always available for online (teleconference) attendance to ensure full access to any interested party. As goals are reviewed with the SAC, feedback and input is obtained for further progressing towards proposed goals - generally focused on revising current practices, reviewing new interventions and/or methods for improving achievement, and/or revising goals as necessary due to unexpected changes or circumstances.

In addition to the SAC, which is the primary method for engaging stakeholders and revising the SIP, the DHS leadership team will also engage in a variety of techniques to ensure implementation fidelity and prioritization of school-wide goals throughout the school. For instance, administration will provide increased walk-throughs of classrooms to ensure focus on standards-based instruction, ensure the use of district-approved curricula, ensure the application and inclusion of the appropriate level of academic rigor, and ensure participation in and utilization of Professional Learning Communities (PLCs). To further ensure progress towards goals, DHS administrators will oversee faculty meetings and department chair meetings throughout the academic year. In addition, district administrators will visit the school and classrooms to review progress towards goals and help review implementation of interventions and

educational methods. Overall, these various methods are focused on monitoring implementation, ensuring fidelity in practice, and reviewing student progress towards established improvement goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	37	50	33	33	51	33		
ELA Learning Gains				43			41		
ELA Lowest 25th Percentile				28			39		
Math Achievement*	23	23	38	21	25	38	26		
Math Learning Gains				35			37		
Math Lowest 25th Percentile				50			40		
Science Achievement*	37	37	64	47	20	40	47		
Social Studies Achievement*	52	52	66	47	36	48	48		
Middle School Acceleration					50	44			
Graduation Rate	80	80	89	86	47	61	89		
College and Career Acceleration	45	45	65	43	47	67	39		
ELP Progress	40	40	45	34			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	86

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	24	Yes	4	4
AMI				
ASN				
BLK	28	Yes	4	1
HSP	44			
MUL	27	Yes	2	2
PAC				
WHT	53			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	29	Yes	3	3
AMI				
ASN				
BLK	38	Yes	3	
HSP	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	18	Yes	1	1
PAC				
WHT	48			
FRL	38	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			23			37	52		80	45	40
SWD	23			25			22	24		13	6	
ELL	5			9			6	14		23	7	40
AMI												
ASN												
BLK	34			15			26	29		6	6	
HSP	33			22			35	48		41	7	42
MUL	36			18							2	
PAC												
WHT	43			27			44	63		60	6	
FRL	33			20			35	49		39	7	41

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	43	28	21	35	50	47	47		86	43	34
SWD	23	33	21	26	33	52	32	46		71	13	
ELL	6	21	18	0	39	47	11	19		82	39	34
AMI												
ASN												

							2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	34	42	25	9	23	35	49	37		83	44	
HSP	29	40	27	17	33	52	38	42		90	46	33
MUL	27			9								
PAC												
WHT	39	47	31	30	43	59	56	54		81	39	
FRL	27	38	23	15	32	53	40	41		88	40	25

							2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	41	39	26	37	40	47	48		89	39	44
SWD	36	49	43	20	62	73	40	39		68	10	
ELL	8	23	23	18	29	28	22	23		84	26	44
AMI												
ASN												
BLK	19	46	50	11	41	53	12	18		85	13	
HSP	27	35	32	22	33	39	43	47		92	40	45
MUL	20			30				60				
PAC												
WHT	44	46	47	35	40	36	62	58		84	40	
FRL	26	34	35	23	38	40	47	44		87	35	40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	37%	36%	1%	50%	-13%
09	2023 - Spring	35%	34%	1%	48%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	25%	-9%	50%	-34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	29%	-2%	48%	-21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	43%	1%	63%	-19%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	54%	3%	63%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

It should be noted that, as of the date of this School Improvement Plan (SIP), data for the 2022-2023 academic year are not yet provided by the FLDOE on the CIMS (School Improvement Plan) website nor the EduData website (repository of school report card data). Without these resources, the SIP was developed entirely based on data directly maintained by the school and district. While school and district data are generally very close to FLDOE data analyses, it is possible that small differences exist (though not substantial enough to change the overall goals and activities outlined in the SIP).

ELA proficiency remains one of the primary academic challenges for students entering and attending DHS, with 2022-2023 data showing 36% of students proficient (improved from the 33% in 2021-2022, though still lower than desired). The challenges begin early, with a low number of ninth graders entering DHS being proficient in ELA during their 8th grade year (prior to entering DHS at the start of the 2022-2023 academic year). In part due to effects of educational challenges carried from prior years, DHS students demonstrated struggles with end-of-course exams, with only 16% passing the Algebra I EOC, 26% passing the Geometry EOC, 36% passing the Biology EOC, and 49% passing the US History EOC in 2022-2023. Graduation rates decreased from 2019-2020 (88.7%) to 2020-2021 (86.4%) to

2022-2023 (79.4%), primarily due to an artificial inflation in prior year graduation rates due to waivers and concessions made by the FLDOE in response to the global health pandemic and associated challenges to students (e.g., waiving certain requirements for graduation). Although the overall ELA performance rate was substantially improved from the prior year, there is still a need to increase these achievement levels (which in turn should help students achieve better performance in all other academic subjects). Additionally, while the school has been working to improve the integrated remedial reading program, there continued to be limited struggles with cohesion between the program and the regular ELA classes (which will continue to be addressed in the 2023-2024 academic year).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

As noted above, FLDOE data are not yet available as of the creation of the SIP, such that all analyses and statements herein are based on data maintained by the School and District.

ELA proficiency of all DHS students has shown improvements since 2016-2017 (when only 26% of students were proficient on FSA ELA), and the 2022-2023 academic year demonstrated ongoing improvements in performance rates (36% proficient). At present, without data from the FLDOE, it is impossible to review ELA gains among all students and/or the lowest 25% of students from the prior year. Regardless, throughout the prior year, all students in the lowest quartile for ELA performance received remedial reading, though it appears the instruction was not rigorous enough to meet grade level competencies. Ultimately, ELA performance continues to show greatest need for improvement among DHS students for the 2023-2024 academic year.

In addition to ELA, mathematics (particularly Algebra I) is a second target area for the 2023-2024 academic year (as with the prior year). Overall, student performance on Algebra I and Geometry End-of-Course exams (EOCs) decreased from 26% proficiency in 2020-2021 to only 21% proficiency in 2021-2022. This level of proficiency (21% proficient) was maintained for the 2022-2023 academic year, where Algebra I performance remained significantly lower than Geometry performance. The overall performance is still below the desired level for DHS students. As such, mathematics performance is a second target area for the 2022-2023 academic year.

The greatest decline from prior year performance was on the Biology I end-of-course exam, with student achievement decreasing from 46% in 2021-2022 to 36% in 2022-2023. Faculty feedback suggests the primary underlying reason for the drop in performance was (1) no students qualified for biology honors (a group of students that usually perform better on the EOC), (2) students are not receiving the same level of science foundational skills in primary school classes due to increased focus on reading and mathematics, and (3) students have significant struggles with reading (particularly technical and sophisticated reading materials necessary to understand and comprehend biology topics). DHS leadership and stakeholders believe improved focus on reading and ELA (the primary focus area for improvement) will also lead to improved performance on the biology EOC.

In terms of the primary focus areas discussed in the analysis (ELA and Mathematics), the most notable contributing factors are (1) difficulty attracting highly skilled certified reading, ELA, and mathematics teachers, (2) struggle providing meaningful professional development to teachers, (3) struggles with consistency between the remedial reading initiative, ELA course content, and tested standards; and (4) struggles addressing student pre-existing challenges with basic reading and mathematics that preclude an understanding of advanced algebraic and scientific content. Actions to address these needs for improvement include establishing clear school-wide expectations for academic learning; monitoring expectations and actions during increased classroom walkthroughs; providing staff with on-going feedback and support; establishing a positive climate and culture for learning; and focusing on intentional and instructional practice in ELA and Math through high impact coaches and mentors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

As noted above, FLDOE data are not yet available as of the creation of the SIP. State averages are not yet available from the FLDOE, such that comparisons between DeSoto High School and the overall state of Florida are not possible at this time. It is anticipated that DHS students will be lower than state averages in ELA, mathematics, and science. The factors contributing to the anticipated gaps and trends are noted in the prior component (#2) of this SIP and are not repeated herein. Regardless, the same strategies that address the priority focus areas (ELA and mathematics) are expected to also impact the gaps between District and State performance rates in academic subjects.

Which data component showed the most improvement? What new actions did your school take in this area?

As noted above, FLDOE data are not yet available as of the creation of the SIP, such that all analyses and statements herein are based on data maintained by the School and District.

Based on 2022-2023 state assessments, ELA and Social Studies (US History) achievement showed the greatest improvements from the 2021-2022 academic year (33% improved to 36% proficient in ELA and 47% improved to 49% proficient in US History). In addition, DeSoto County High School also demonstrated improvement and a commitment to student acceleration, with 43% of graduating students considered "accelerated" in 2021-2022 (e.g., passing AP tests, passing dual enrollment courses, receiving industry certifications), a substantial increase from the 39% in 2020-2021. DeSoto County will continue to support all students in the acceleration of their high school education as they prepare for their future college and career endeavors. Data are not yet made available for acceleration points for the 2022-2023 academic year, though it is anticipated to be at a similarly high level.

Several factors and actions contributed to improvements in ELA and US History performance, as well as maintenance of overall proficiency rates in mathematics. Of note, the District and school administration worked with teaching staff to improve focus on implementing best-practices in teacher planning, including vertical planning, enhanced collaboration, and improved lesson planning. In addition, DHS recruited new teachers that reflect the diversity of students attending the school, with several international teachers added to the school faculty to provide a diversity of thought and teaching strategies. DHS also implemented a modified block schedule design, which allowed for additional teaching time by reducing the movement of students between classes and the resetting of classrooms (e.g., even 5 added minutes of time-on-task per day is a significant amount of time across the entire year). Finally, DHS improved the intensive reading program by adding a fourth intensive reading teacher, such that students in each grade level (9th-12th) had an intervention teacher to focus on reading for those students struggling the most in reading.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

As of the creation of this School Improvement Plan (SIP), the CIMS website (location of the SIP) does not allow high schools to enter Early Warning System (EWS) data for review by the general public. In the most recent academic year with EWS data, 20.6% of students had attendance below 90%; 3.0% of students had more than one suspension during the academic year; 16.9% of students failed their ELA course; 24.0% were Level 1 on the Statewide ELA assessment; 17.8% of students failed their mathematics course; and 9.8% were Level 1 on the Statewide Mathematics Assessment. Based on EWS data, the most pressing areas of potential concern are student attendance and performance on statewide assessments (with the second area already addressed as the primary areas of schoolwide focus for the upcoming academic year).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1) Improve ELA performance and student reading skills based on statewide assessments.
2) Improve Mathematics performance based on statewide assessments of Algebra I and Geometry.
3) Improve Science performance, primarily in Biology.
4) Create a positive climate and culture to improve student experiences and enhance attendance rates.
5) Increase parent/guardian involvement to help drive student engagement, enhance student attendance, and improve overall academic focus from within families.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is aligned to student needs in reading comprehension and writing skills, both contained within the English Language Arts field, and both demonstrated as needing improvement among DeSoto High School students. When students struggle with reading and writing, they are less able to process grade-level content in other areas, such as mathematics, social studies, and science. Students with such struggles often find it difficult to learn throughout the school day, have increased anxiety when completing tasks with any level of reading and writing (e.g., math word-problems, science projects), and have decreased ability to focus and complete on-grade-level work. In addition to lower performance demonstrated through course grades and observations from teachers, the struggles of DHS students in reading and writing are clearly demonstrated through objective data that indicate a lower-than-desired percentage of students proficient in ELA and showing learning gains from the prior year.

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

1) Improve ELA reading scores by at least 10 percentage points from the prior year, as measured by the final administration of the statewide FAST assessment.
2) Improve student mastery of grade level standards to at least 41%, as measured by STAR and CommonLit.
3) Increase learning gains by at least 14%, as measured by the final administration of the statewide FAST assessment (if comparisons are provided by the Florida Department of Education).
4) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities, English language learners, Black/African American students, multiracial students, and economically disadvantaged students).

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

Monitoring overall performance and progress of ELA interventions and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Lowest quartile students will be identified and specifically tracked for additional progress monitoring; (3) Proposed teacher data binders will be created to identify student progress and differentiated instruction monitored through pacing guides and lesson plans; (4) Weekly at-a-glance forms will be used to share progress of students within reading interventions; and (5) Student progress will be monitored and shared in PLCs.

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Develop and maintain Intensive Reading Curriculum pacing guides to support teachers and administrators in tracking common curriculum and assessments.
2) Strengthen Professional Learning Communities (PLCs) and support additional collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs.
3) Identify lowest quartile students based on ELA assessments, ensure teachers are aware of students in jeopardy of failing using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.

4) Enhance differentiated small-group instruction within the existing Intensive Reading classroom based on individualized student needs identified through standardized assessments and classroom data.
5) Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements such as Common Lit.
6) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

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

By When: Timeline: Bi-monthly for 10 months

Identify lowest quartile students based on ELA assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.
1) Lowest quartile students are identified and provided to teachers to support increased focus, differentiated instruction, and enhanced progress monitoring.
2) Each teacher develops and maintains a "data binder" or "data wall" to identify progress of students and the differentiated instruction interventions used to enhance their learning.
3) Bi-monthly PLC meetings include regular discussions on strategies found successful in enhancing student progress.
4) Differential instruction strategies are noted in submitted curriculum pacing guides.
5) Reaching Coach added to school faculty will provide additional observation, direct support, and modeling of best-practices for intensive reading, ELA teachers, and other teachers requesting and/or requiring assistance.
Lead: Administration and Department Leads

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

By When: Timeline: Bi-monthly PLC.

Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements such as Common Lit.
1) Intensive Reading Teacher, Science Teachers, and Social Studies Teachers engage in logged email communications to enhance collaboration between departments to support content reading.
2) Weekly At-A-Glance forms implemented to provide enhanced shared focus standard between Social Studies and Intensive Reading.
3) Common Lit readings implemented that are parallel to content curriculum and aligned to approved curriculum pacing guides.
4) Bi-monthly PLC meetings include discussion and implementation of shared readings to support student learning and progress.
Lead: Administration and supported by Curriculum Leads

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

By When: Timeline: Annual

Adopt common assessments to identify student needs across the school.
1) Identify STAR Reading and CommonLit assessments for all students, including those students identified for intensive reading curriculum. These assessments are internally controlled and will be supplemental to progress monitoring assessments required by the Florida Department of Education.
2) All students complete adopted assessments at least three times per year to track student progress and improve identification of students struggling in reading.
3) Teachers and administrators record performance of students throughout the academic year to improve identification of needs and differentiated instruction methods.
Lead: Curriculum Leads

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

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

Enhance differentiated small-group instruction within the existing Intensive Reading classroom based on individualized student needs identified through standardized assessments and classroom data.
1) Intensive Reading for incoming 9th grade students added to the existing Intensive Reading classrooms for 10th, 11th, and 12th grade students.
2) Teachers utilize existing computer-based and school-wide systems to identify student needs based on specific assessments and performance data (e.g., STAR Reading progress monitoring assessment).
3) Teachers create smaller student groups based on identified needs.
4) Teachers provide and document differentiated instruction and other academic interventions used within the small group environment.
5) Teachers and administrators review progress of students within the small groups through existing school-wide data collection systems.
Lead: Curriculum Leads

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

By When: Timeline: Quarterly

Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.
1) School administrators provide weekly walk-throughs and classroom observations to reinforce strong practices and identify areas for growth and development.
2) School administrators provide immediate feedback to teachers, with a focus on identifying established targeted standards; identifying student understanding of how to reach the standard; and identifying rigor that includes collaboration and academic conversation.
3) Conversations and discussions are provided between teacher and administrator to facilitate better understanding of expectations and develop plans to address areas of growth.
Lead: Administrators

Person Responsible: Joshua White (joshua.white@desotoschools.com)
By When: Timeline: Weekly

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is aligned to student performance in mathematics. Math skills and knowledge are critical to student success throughout their high school career, with more advanced math courses building off content from prior courses. Failure to progress and achieve in a lower-level math course will negatively impact achievement in future math courses. Lack of understanding or skills in math concepts also negatively impacts science achievement (e.g., chemistry and physics) and achievement in specialty courses (e.g., macroeconomics, microeconomics, agriculture, financial literacy, culinary arts). This was identified as a critical need from both observational feedback from teachers and staff members, as well as student performance data on the prior-year FSA (incoming 9th graders) and prior year Algebra I and Geometry EOCs.

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

1) Improve Algebra I proficiency rates by 7 percentage points from the prior year, as measured by EOC exams.
2) Improve Geometry proficiency rates by 5 percentage points from the prior year, as measured by EOC exams.
3) Improve Math Learning Gains by at least 5 percentage points on state standardized assessment(s).
4) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities, English language learners, Black/African American students, multiracial students, and economically disadvantaged students).

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

Monitoring overall performance and progress of math interventions and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Lowest quartile students will be identified and specifically tracked for additional progress monitoring; (3) Teacher data binders will be created to identify student progress and differentiated instruction monitored through 3-week pacing guides and lesson plans; and (4) Student progress will be monitored and shared in PLCs.

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Develop, revise, and maintain curriculum pacing guides for mathematics courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.
2) Identify lowest quartile students based on mathematics assessments, ensure teachers are aware of students in jeopardy of failing, and track student progress utilizing classroom consults and differentiated instruction.
2) Increase opportunities to share successful practices among teachers by strengthening Professional Learning Communities (PLCs) and support collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs.
4) Develop and implement common assessments for mathematics to support teachers in identifying student needs and progress towards established standards.
5) Analyze the effectiveness of different programs used by the mathematics department.

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop, revise, and maintain curriculum pacing guides for mathematics courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.
1) Curriculum pacing guides are created or enhanced for each core mathematics course.
2) Administration reviews each curriculum pacing guide and, upon final approval, refers to the pacing guide during each formal and informal observation. Administration will match pacing guides to lesson plans during routine walk-throughs.
3) Discussions are held during required bi-monthly PLC meetings to ensure daily lessons are on-track and directly aligned with approved pacing guide.
4) Required PLC meetings reflect upon progress towards outcomes and targeted instruction throughout the year, as measured by mathematics assessments taken by students.
Lead: Administration and Math Department Leads

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

By When: Timeline: Bi-monthly for 10 months

Identify lowest quartile students based on mathematics assessments, ensure teachers are aware of students in jeopardy of failing in high school using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success.
1) Lowest quartile students are identified and provided to mathematics teachers to support increased focus, differentiated instruction, and enhanced progress monitoring.
2) Each teacher develops and maintains a "data binder" or "data wall" to identify progress of students and the differentiated instruction interventions used to enhance their learning.
3) Bi-monthly PLC meetings include regular discussions of progress monitoring data for mathematics performance, as well as strategies found successful in enhancing student progress in math.
4) Differential instruction strategies are noted in submitted curriculum pacing guides.
5) Math Coach will provide additional observation, direct support, and modeling of best-practices for mathematics teachers.
Lead: Administration and Department Leads

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

By When: Timeline: Bi-monthly PLC.

Develop and implement internal common assessments for mathematics curricula to support teachers in identifying student needs and student progress towards established standards.
1) Common assessments are aligned with curriculum maps. These assessments are internally controlled

and will be supplemental to progress monitoring assessments required by the Florida Department of Education.
2) Common assessments are given to students throughout the curriculum to support progress monitoring.
Lead: Administration, Department Leads, Teachers

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

By When: Timeline: Ongoing

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is aligned to student performance in science, particularly Biology. Science knowledge is critical to student success throughout high school, with more advanced science courses building off content from prior courses. Failure to progress and achieve in lower-level science courses will negatively impact achievement in future science courses. Lack of understanding in science also negatively impacts achievement in other core and specialty courses. This was identified as a critical need from both observational feedback from teachers and staff members, as well as student performance data on the prior-year Biology end-of-course examinations.

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

1) Improve Biology end-of-course exam proficiency rates by 5 percentage points from the prior year, as measured by EOC exams.
2) Improve student mastery of grade level standards to at least 50%, as measured by internal progress monitoring assessments.

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

Monitoring overall performance and progress of science strategies and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Teacher data binders will be created to identify student progress and differentiated instruction monitored through pacing guides and lesson plans; and (3) Student progress will be monitored and shared in PLCs.

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Develop, revise, and maintain curriculum pacing guides for science to reflect rigor of grade level standards that support teachers and administrators in tracking curriculum and assessments.
2) Enroll 9th graders in courses that build background and foundational knowledge to increase future performance in Biology.
3) Provide access to supplemental curriculum resources that support student knowledge of science content.
4) Develop and implement common benchmark assessments in biology.
5) Provide opportunities for biology "book studies" in lieu of traditional science projects, wherein students explore topics in-depth and produce a final learning product to demonstrate knowledge.
6) Increase opportunities to share successful practices by strengthening Professional Learning Communities (PLCs) and support teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs.
7) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers

and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop, revise, and maintain curriculum pacing guides for science courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.
1) Curriculum pacing guides are created or enhanced for each core science course.
2) Administration reviews each curriculum pacing guide and, upon final approval, refers to the pacing guide during each formal and informal observation. Administration will match pacing guides to lesson plans during routine walk-throughs.
3) Discussions are held during required bi-monthly PLC meetings to ensure daily lessons are on-track and directly aligned with approved pacing guide.
4) Required PLC meetings reflect upon progress towards outcomes and targeted instruction throughout the year, as measured by science assessments taken by students.
Lead: Administration and Science Department Leads

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

By When: Timeline: Bi-monthly for 10 months

Provide access to supplemental curriculum and resources that directly support student knowledge of science courses and content, wherein science teachers will have access to assign articles and readings that are (A) relevant to the science topic being covered in the course and (B) aligned to each student's lexile reading level to better meet student needs.
1) Intensive Reading Teacher, Science Teachers, and Social Studies Teachers engage in logged email communications to enhance collaboration between departments to support content reading.
2) Weekly At-A-Glance forms implemented to provide enhanced shared focus standard between Science, Social Studies, and Intensive Reading.
3) Achieve3000 readings assigned that are parallel to subject-specific curriculum topics and aligned to approved curriculum pacing guides.
4) Bi-monthly PLC meetings include discussion and implementation of shared readings to support student learning and progress.
Lead: Administration and supported by Curriculum Leads

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

By When: Timeline: Annual

Develop and implement common benchmark assessments in biology using test bank questions aligned with the rigor and depth of knowledge necessary for success on the biology end-of-course exam, thus supporting teachers in identifying student needs and progress towards established standards.
1) Common assessments are aligned with curriculum maps. These assessments are internally controlled and will be supplemental to progress monitoring assessments required by the Florida Department of Education.
2) Common assessments are given to students throughout the curriculum to support progress monitoring.
Lead: Administration, Department Leads, Teachers

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

By When: Timeline: Ongoing

Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.
1) School administrators provide weekly walk-throughs and classroom observations to reinforce strong practices and identify areas for growth and development.
2) School administrators provide immediate feedback to teachers, with a focus on identifying established targeted standards; identifying student understanding of how to reach the standard; and identifying rigor that includes collaboration and academic conversation.
3) Conversations and discussions are provided between teacher and administrator to facilitate better understanding of expectations and develop plans to address areas of growth.
Lead: Administrators

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

By When: Timeline: Weekly

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

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

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

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

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategies selected align to the school model and overall school culture, while also providing an increased reliance on evidence-based and research-based strategies for improving the school culture. Improving the use of the Marzano model, utilizing school-wide PBIS strategies, and improving teacher

leadership are all common and important aspects of impacting an entire high school, while also targeting interventions on those students within specified subgroups and those with specific behavioral issues.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Build a common language for behavior support; set school-wide expectations for rigorous instruction aligned to curriculum pacing guides; and create a positive educational climate for students, including use of educational quotes and statements.
1) The common model of behavioral initiatives implemented at elementary schools is continued into secondary schools. Standardized expectations and procedures are developed for discipline across all classrooms, with a focus on school-wide positive behavioral interventions and supports (SWPBIS).
2) School PBIS team is established and maintained to develop any common language and behavioral interventions across all district schools (where appropriate). Common language is incorporated into the student code of conduct.
3) All staff and faculty are trained in the common model and understand the principles of the model.
4) Student expectations are prominently displayed on classroom, hallway, and cafeteria walls.
5) Motivational and educational quotes are placed on walls above lockers
6) Positive communication models are implemented with parents/families to establish stronger relationships between school and families.
Lead: Administration, School PBIS Team

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

By When: Timeline: Ongoing

Plan reward activities for students who are striving for academic success; and develop incentive program to increase attendance with focus on students in danger of dropping out.
1) Positive behavior reward activities are planned by the school under consultation with the Sunshine Committee, School Student Advisory Committee (SAC), and School PBIS Team.
2) Student Union and administration meet on a regular basis to plan and implement fun activities for students.
3) School administrators implement necessary operational changes necessary to implement selected behavior reward activities.
Lead: School PBIS Team, School Administration

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

By When: Timeline: Quarterly

Build educator capacity around effective classroom management and encourage teacher leadership during curriculum meetings and collaborations; distribute leadership to enable and encourage growth of school leaders at all levels; and leverage Teacher leadership during curriculum lead meeting and collaboration.
1) Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration.
2) Develop agendas for bi-monthly faculty meetings and Professional Learning Communities (PLCs) to include leadership opportunities and feedback from teachers.
3) Develop training plan to allow for additional ongoing coaching on "best practices" for faculty across all

schools.
4) Ensure coaching and training plan are focused on effective classroom management aligned to the needs of the students and teachers within each classroom.
5) Develop plan for training of all faculty and administrators in understanding and applying culturally responsive teaching.
6) Implement professional development plan for school administrators to increase understanding of faculty evaluation elements (Marzano), as well as best practices so administrators can better guide teaching faculty.
Lead: Teachers and Administration

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

By When: Timeline: Bi-monthly PLC meetings

Distribute leadership to enable and encourage growth of school leaders at all levels.
1) Ensure staffing plans support any common language and common positive behavior initiatives implemented district-wide.
2) Ensure administrative staffing is adequate in numbers to support behavioral initiatives.
3) Ensure all administrators, particularly behavior deans and associated support staff, are trained and cross-trained in the application of any common language and common behavioral interventions (including common discipline practices) to better ensure consistency and implementation of common models.
Lead: Teachers and Administration

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

By When: Timeline: Bi-monthly PLC meetings

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

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

By When: Timeline: Annual

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is aligned to the common understanding of the importance of parent involvement in the academic and personal success of students or all ages. High school parents and guardians are often the most difficult to engage, as their "children" are becoming adults and the parents feel less obligation to engage with the educational environment (particularly with students in the higher grade levels). However, at every grade level and across every age, the importance of parent and guardians cannot be understated. Without some level of support from parents and guardians, students are more likely to "slip through the cracks" and struggle to complete homework in a timely manner, struggle to fully engage in major projects and assignments, and struggle to attend school on-time and regularly. Certainly, all families are different, but research shows the importance of parent involvement for successful school progress and matriculation into college or university (or respectable career). This area of focus is primarily rooted in observational data and informal feedback from families.

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

1) Create a positive climate and culture that encourages parents and families to participate.
2) Increase the percentage of parents that participate at each level of participation.
3) Use data to determine effectiveness of strategies to engage parents and community.

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

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

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Determine effectiveness of current practices and identify the most effective practices. Eliminate use of ineffective or outdated strategies.
2) Utilize Epstein's Six Levels of Participation to update effective practices and design new strategies for all levels of parent/family participation with participation goals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the Epstein's Six Levels of Participation, the school will enhance prior "largely effective" and "highly effective" strategies (as identified by leadership, staff, and families) to meet all levels of parent needs and strategies to increase engagement at each level. The school will also create or maintain successful strategies that meet all levels of parent needs and strategies to increase engagement at each level.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Using the Epstein's Six Levels of Participation, the school will enhance prior "largely effective" and "highly effective" strategies (as identified by leadership, staff, and families) to meet all levels of parent needs and strategies to increase engagement at each level. The school will also create or maintain successful strategies that meet all levels of parent needs and strategies to increase engagement at each level.

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

By When: Timeline: Ongoing, by the end of the year.

Utilize Epstein's Six Levels of Participation to update effective practices and design new strategies for all levels of parent/family participation with participation goals.
1) Offer parent workshops and support on topics such as becoming a partner in their child's education.
2) Provide school-based workshops and parent nights to support involvement.
3) Support and train teachers to understand best practices in family engagement.
4) Expand bilingual opportunities to communicate in families' home language.
5) Provide tablets to assist office personnel with communication, in real time, when speaking with ESL parents using the conversation function on Google to translate.
6) Establish monthly ESOL Newsletter placed on the district website and Facebook pages with strategies and games the parents can play with their children at home.

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

By When: Timeline: Ongoing, by the end of the year.

#6. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is aligned to student performance in social studies, particularly US History. Knowledge of history and social studies is critical to student success and helps prepare them for college and future careers. This was identified as a critical need from both observational feedback from teachers and staff members, as well as student performance data on the prior-year US History end-of-course examination. Moreover, changing curriculum and expectations from the Florida Department of Education necessitates addition focus on supporting this subject area.

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

1) Improve US History student proficiency rates by 10 percentage points from the prior year, as measured by EOC exams.
2) Improve student mastery of grade level standards to at least 50%, as measured by internal progress monitoring assessments.

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

Monitoring overall performance and progress of social studies strategies and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty; (2) Teacher data binders will be created to identify student progress and differentiated instruction monitored through pacing guides and lesson plans; and (3) Student progress will be monitored and shared in PLCs.

Person responsible for monitoring outcome:

Joshua White (joshua.white@desotoschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Develop, revise, and maintain curriculum pacing guides for social studies to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.
2) Provide access to supplemental curriculum resources that support student knowledge of social studies content, wherein teachers will assign readings that are (A) relevant to social studies and (B) aligned to student lexile reading levels.
3) Develop and implement common benchmark assessments in US History using test bank questions aligned with the rigor and depth of knowledge necessary for success on the US History end-of-course exam.
4) Increase opportunities to share successful practices among teachers by strengthening Professional Learning Communities (PLCs) and support collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students.
5) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of these strategies were selected based on best-practices that have worked at other high schools in Florida and throughout the Nation. Each strategy was selected based on both the needs of the teachers and the students, with most strategies focused on improving teacher abilities and skills to best meet the individual needs of their students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop, revise, and maintain curriculum pacing guides for social studies courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments.
1) Curriculum pacing guides are created or enhanced for each core social studies course.
2) Administration reviews each curriculum pacing guide and, upon final approval, refers to the pacing guide during each formal and informal observation. Administration will match pacing guides to lesson plans during routine walk-throughs.
3) Discussions are held during required bi-monthly PLC meetings to ensure daily lessons are on-track and directly aligned with approved pacing guide.
4) Required PLC meetings reflect upon progress towards outcomes and targeted instruction throughout the year, as measured by social studies assessments taken by students.
Lead: Administration and Social Studies Department Leads

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

By When: Timeline: Bi-monthly for 10 months

Provide access to supplemental curriculum and resources that directly support student knowledge of social studies content, wherein social studies teachers will have access to assign articles and readings that are (A) relevant to the social studies topic being covered and (B) aligned to each student's lexile reading level to better meet student needs.
1) Intensive Reading Teacher, Science Teachers, and Social Studies Teachers engage in logged email communications to enhance collaboration between departments to support content reading.
2) Weekly At-A-Glance forms implemented to provide enhanced shared focus standard between Science, Social Studies, and Intensive Reading.
3) Achieve3000 readings assigned that are parallel to subject-specific curriculum topics and aligned to approved curriculum pacing guides.
4) Bi-monthly PLC meetings include discussion and implementation of shared readings to support student learning and progress.
Lead: Administration and supported by Curriculum Leads

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

By When: Timeline: Annual

Develop and implement common benchmark assessments in US History using test bank questions aligned with the rigor and depth of knowledge necessary for success on the US History end-of-course exam, thus supporting teachers in identifying student needs and progress towards established standards.
1) Common assessments are aligned with curriculum maps. These assessments are internally controlled and will be supplemental to progress monitoring assessments required by the Florida Department of Education.
2) Common assessments are given to students throughout the curriculum to support progress monitoring.
Lead: Administration, Department Leads, Teachers

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

By When: Timeline: Ongoing

Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.
1) School administrators provide weekly walk-throughs and classroom observations to reinforce strong practices and identify areas for growth and development.
2) School administrators provide immediate feedback to teachers, with a focus on identifying established targeted standards; identifying student understanding of how to reach the standard; and identifying rigor that includes collaboration and academic conversation.
3) Conversations and discussions are provided between teacher and administrator to facilitate better understanding of expectations and develop plans to address areas of growth.
Lead: Administrators

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

By When: Timeline: Weekly

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The final SIP and associated documents are disseminated through the School Advisory Committee (SAC) and the school website via a link to the CIMS portal (https://dhs.desotoschools.com/). A copy of the SIP will also be made available to parents, families, and the public in the main office of the High School.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

DHS and the District understand the importance of parent involvement in the academic and personal success of students. High school parents and guardians are often the most difficult to engage, as their "children" are becoming adults and the parents feel less obligation to engage with the educational environment (particularly with students in the higher grade levels). However, at every grade level and across every age, the importance of parent and guardians cannot be understated. Without some level of support from parents and guardians, students are more likely to "slip through the cracks" and struggle to complete homework in a timely manner, struggle to fully engage in major projects and assignments, and struggle to attend school on-time and regularly. Certainly, all families are different, but research shows the importance of parent involvement for successful school progress and matriculation into college or university (or respectable career). Using the Epstein's Six Levels of Participation, the school will enhance prior "largely effective" and "highly effective" strategies (as identified by leadership, staff, and families) to meet all levels of parent needs and strategies to increase engagement at each level. The school will also create or maintain successful strategies that meet all levels of parent needs and strategies to increase

engagement at each level. Specific strategies will include: (1) offer parent workshops and support on topics such as becoming a partner in their child's education; (2) provide school-based workshops and parent nights to support involvement; (3) support and train teachers to understand best practices in family engagement; (4) expand bilingual opportunities to communicate in families' home language; (5) provide tablets to assist office personnel with communication, in real time, when speaking with ESL parents using the conversation function on Google to translate; and (6) maintain the monthly ESOL Newsletter placed on the district website and Facebook pages with strategies and games the parents can play with their children at home. DHS will also establish minimum expectations for school communication to parents and include a variety of platforms for communication, such as Facebook, Remind/Class Dojo, Classroom newsletters, Peace River Shopper.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The District plans to implement several strategies to strengthen the academic program in the school and accelerate learning among all students in 2023-2024. First, the school will improve school culture and climate by building a common language (e.g., SWPBIS) with clear expectations and support for positive behavior, building educator capacity around effective classroom management, and strengthening customer service across the school. The school will also strive to improve teacher recruitment and retention with diverse representation; improve family and community engagement and partnerships; and ensure effective resource allocation to support student instruction and address student academic needs. DHS will also be maintaining a modified block schedule, allowing students to accelerate their learning of core content by reducing the content they have to learn each semester and allowing them to better focus on the content provided by the teachers.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The School Improvement Plan (SIP) for DeSoto County High School (DHS) was developed in coordination and integrates all appropriate components of other federal, state, and local services, resources, and programs available to students attending DHS. Students at DHS are able to participate in a multitude of services and programs that are supported by this SIP, enhance the activities proposed under the SIP, and provide resources that are coordinated with the activities proposed by the SIP. For instance, DHS offers Junior Reserve Officer Training Corps (JROTC), a variety of career and technical education programs (e.g., python coding, word press certification, marketing and entrepreneurship certification, certified nursing assistant program, carpentry certification, agricultural certifications, food safety certification, etc.), and a district-based program for teen mothers. In addition, DHS is the only high school in the District and is identified as TSI, such that all activities under the SIP are designed to address the needs established under the TSI model of interventions.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

DeSoto County High School (DHS) provides all students with access to school counselors that are permanent fixtures at the school. There are four full-time counselors, with one counselor assigned to

each grade level. The counselors follow their cohort throughout the four-year process (so Counselor 1 will start with 9th graders, then move with them to 10th grade, and so on). In addition to school counselors, the school houses a full-time Licensed Clinical Social Worker to support student mental health needs, while the District provides a school psychologist shared with all schools in the district. The school also has contracted services with a local-based mental health service center (community based) that provides crisis intervention and urgent mental health care support for students at DHS.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

DHS supports students college and career readiness and goals through a variety of interventions, including the provision of school counselors that follow students throughout their high school career, in-school college and career support courses (e.g., Junior Reserve Officer Training Corps (JROTC), a variety of career and technical education programs (e.g., python coding, word press certification, marketing and entrepreneurship certification, certified nursing assistant program, carpentry certification, agricultural certifications, food safety certification, etc.), credit recovery programs, and dual enrollment partnership with the local college), and non-course-based college and career supports (e.g., college and career fair, guest speakers, etc.).

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

DHS primarily implements a Multi-Tiered System of Supports (MTSS) to address and prevent problem behaviors among students, while using an early-warning system and school counselors to help with early intervention. The MTSS method employed by DHS is the standard model with Tier 1, 2, and 3 interventions (e.g., Tier 1 SWPBIS, Tier 2 small group intervention, and Tier 3 one-on-one work with counselor).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

DHS does not provide services to pre-school students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: Instructional Practice: ELA**	**$0.00**
2	III.B.	**Area of Focus: Instructional Practice: Math**	**$0.00**
3	III.B.	**Area of Focus: Instructional Practice: Science**	**$0.00**
4	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**	**$0.00**
5	III.B.	**Area of Focus: Positive Culture and Environment: Other**	**$0.00**
6	III.B.	**Area of Focus: Instructional Practice: Social Studies**	**$0.00**
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No