Durant High School

2023-24

Schoolwide Improvement Plan (SIP)

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Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

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.

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

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

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

Provide the school's vision statement.

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

School Leadership Team, 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
Graham, Gary	Principal	He is the leader of the school.
Mattison, Timothy	Assistant Principal	He is in charge of curriculum.
Popa, Holly	Teacher, K-12	SAC Chair and Reading Teacher

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.

We based our SIP on the parent, student, and staff climate surveys. Also, the teachers on SAC create a survey for rest of the instructional staff to complete. Based on the results of the surveys and the testing data, we create the SIP.

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))

Each person or group responsible for a part of the SIP will monthly contact Mr. Graham or Mrs. Popa about the progress or need that they may have in completing their portion of the SIP.

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	No
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) 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: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	0	0	0	1541
Course failure in ELA	0	0	0	0	0	0	0	0	0	263
Course failure in Math	0	0	0	0	0	0	0	0	0	165
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	336
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	396

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	434

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

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*	50	51	50	48	52	51	45		
ELA Learning Gains				51			39		
ELA Lowest 25th Percentile				38			26		
Math Achievement*	48	42	38	49	39	38	42		
Math Learning Gains				58			35		
Math Lowest 25th Percentile				52			28		
Science Achievement*	64	64	64	62	46	40	51		
Social Studies Achievement*	70	69	66	72	49	48	68		
Middle School Acceleration					41	44			
Graduation Rate	92	89	89	96	64	61	94		
College and Career Acceleration	63	62	65	59	72	67	59		
ELP Progress	50	39	45	71			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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	96

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	39	Yes	1	
ELL	34	Yes	1	
AMI				
ASN	78			
BLK	54			
HSP	54			
MUL	66			
PAC				
WHT	72			
FRL	53			

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	44			
ELL	43			
AMI				
ASN	74			
BLK	53			
HSP	55			
MUL	68			
PAC				
WHT	62			
FRL	52			

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	50			48			64	70		92	63	50
SWD	22			28			28	43		27	6	
ELL	14			29			28	22		25	7	50
AMI												
ASN	61			82			80	56		87	6	
BLK	36			39			58	59		49	6	
HSP	41			40			54	59		52	7	44
MUL	58			52			67	76		50	6	
PAC												
WHT	59			56			72	81		72	6	
FRL	39			40			52	57		50	7	49

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	48	51	38	49	58	52	62	72		96	59	71
SWD	19	35	34	32	59	51	38	41		96	31	
ELL	14	37	34	24	49	50	29	42		94	33	71
AMI												
ASN	75	77		68	63		85	81		100	46	
BLK	34	49	30	30	65	75	52	57		94	43	
HSP	41	46	34	40	54	54	54	62		95	51	71
MUL	52	61	50	61	63		78	80		100	71	
PAC												
WHT	54	53	41	59	60	44	68	82		96	66	
FRL	34	42	33	38	52	51	51	65		93	46	71

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	45	39	26	42	35	28	51	68		94	59	44
SWD	16	24	17	26	39	38	26	41		86	18	
ELL	9	23	25	21	31	35	17	17		84	43	44
AMI												
ASN	60	31		67	30		50	92		93	85	
BLK	25	24	23	21	21	20	39	62		94	47	
HSP	34	35	26	29	32	28	38	52		90	51	42
MUL	50	49		46	40		48	67		100	40	
PAC												
WHT	55	45	29	56	40	29	64	78		96	68	
FRL	35	35	25	31	31	27	39	58		90	48	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	54%	50%	4%	50%	4%
09	2023 - Spring	46%	48%	-2%	48%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	55%	-18%	50%	-13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	49%	8%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	62%	2%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	65%	5%	63%	7%

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.

We do not have current testing data yet. When it is out, we will update this section. The following paragraphs are based on school district surveys.

When we reviewed early warning system data, teacher SAC survey, and the climate surveys, we noticed weakness in teacher morale, parental involvement in school issues, and student early warning systems in the areas of attendance, tardies, and discipline.

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

2) Our school has been working on raising the student attendance rate and lowering discipline incidents. As a school, we offer various student incentives to help with these issues. Student absences were higher this past year, more students were tardy to class, and discipline was higher. Raising attendance and increasing better student behavior will always be important. The students need to be in school with appropriate behavior in order to learn better.

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

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

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

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

We do not have current testing data yet. When it is out, we will update this section. The paragraphs from above are based on school district surveys.

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.

We do not have current testing data yet. When it is out, we will update this section. The following paragraphs are based on school district surveys.

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

We do not have current testing data yet. When it is out, we will update this section. The following paragraphs are based on school district surveys.

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

We do not have current testing data yet. When it is out, we will update this section. The following paragraphs are based on school district surveys.

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

We do not have current testing data yet. When it is out, we will update this section. The following paragraphs are based on school district surveys.

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

#1. 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.

When we reviewed early warning system data, teacher SAC survey, and the climate surveys, we noticed weakness in teacher morale, parental involvement in school issues, and student early warning systems in the areas of attendance, tardies, and discipline.

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

2) Our school has been working on raising the student attendance rate and lowering discipline incidents. As a school, we offer various student incentives to help with these issues. Student absences were higher this past year, more students were tardy to class, and discipline was higher. Raising attendance and increasing better student behavior will always be important. The students need to be in school with appropriate behavior in order to learn better.

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

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

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

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

For this goal, Durant wants to improve our school environment. The strategies being used here are student incentives, better communication methods, community/parent interaction and involvement, improved faculty relationships, and the recognition of faculty and student achievements.

We will determine if student feelings have changed/improved on the climate surveys at the end of the year. Also, if our attendance, tardies, and discipline numbers improve, then the activities and strategies used were helpful.

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

The school administration will monitor the usage of climate and culture strategies in the school by monitoring school activities and having discussions (meetings) with teachers. Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed.

Person responsible for monitoring outcome:

Gary Graham (gary.graham@hcps.net)

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.)

The strategies are designed to help improve the relationships between the stakeholder groups. Once the stakeholder groups' relationships improve, we will be able to influence the school's climate and culture. in particular, we wanting to raise attendance, decrease tardies, and decrease referrals.

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

The strategies used during the school year are designed to improve our school's culture and climate. All the activities will hopefully make our school a better place to attend school.

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 1 - Strong 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.

AVID Monthly Word Activity: the AVID students will be sponsoring a monthly student culturally relevant word contest. The students will create a social media posting demonstrating the meaning of the word.

Person Responsible: Holly Popa (holly.popa@hcps.net)

By When: Holly will be communicating with AVID each month. By the end of the school year, we will determine how effect the contests were and how many students participated.

ESSA Book Study for Teachers: the teachers will participate in a subgroup book study. We are beginning with "The Dog in the Nighttime", which is the book about students with disabilities.

Person Responsible: Holly Popa (holly.popa@hcps.net)

By When: Our teachers will be able to relate better to our students and their parents if we understand their culture.

Teacher Self Care: the teachers will be reading a book which has us practice strategies to help busy teachers take time daily for ourselves. Book: "180 Days of Self Care for Busy Teachers"

Person Responsible: Holly Popa (holly.popa@hcps.net)

By When: Teachers will be doing 180 days of self-care for the whole year..

Quarterly Parent Information Workshops: every conference night, there will parent workshops about various topics.
Q1: SAT/ACT
Q2: Technology
Q3: Multicultural
Q4: Spring Games

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

By When: The workshops will be each quarter during the year.

#2. Instructional Practice specifically relating to Student Engagement

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.

Our school wants to achieve an A school grade. We will be working on improving the subject area testing scores by 3%. Even though we showed improvement from the 2020/21 school year, our subject area data from 2022/23 school year was:
1. Science %
2. Social Studies %
3. Math %
4. Reading %

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

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

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

Gary Graham and appropriate school personnel will be meeting to discuss the progress on each action steps. If any changes, additions, or deletions are needed, they will be completed as needed. The school administration will monitor the usage of the teaching strategies in the school by monitoring school activities and having discussions (meetings) with teachers.

Person responsible for monitoring outcome:

[no one identified]

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.)

During the school year, we will be offering student to student tutoring, teacher led tutoring, literacy/content lesson planning (book study), student incentives, and student lesson modeling.

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

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

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 1 - Strong 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.

AVID Students: will be modelling AVID reading and writing strategies for the PLC's and tutoring the two lowest ESSA subgroups (ELL & SWD).

Person Responsible: Holly Popa (holly.popa@hcps.net)

By When: Holly will speak with AVID about any issues (problems) and improvements made. This process will last throughout the year.

Book Study: the teachers will be participating in a book study, "Total Participation Techniques (TPT)". The book is about student engagement.

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

By When: The book study will last during the school year.

Department PLC Strategies: each department PLC will create two strategies (one- literacy & one- subject) which will be used in their lesson planning.

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

By When: The strategies will be monitored periodically over the school year.

SAT/ACT Tutoring: our ELA teachers will be offering tutoring for out junior and senior students before testing Saturday. The tutoring hours will be held at various times throughout the year.

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

By When: The tutoring will be monitored periodically over the school year.

ILT Professional Development: the group will present complimentary professional development of teaching strategies. The ILT will focus on writing.

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

By When: The strategies will be monitored periodically over the school year.

Student Incentives: for each quarter of the year, the students will be given the opportunity to be awarded with an incentive if they complete the requirements.
Quarter 1- no D's or F's
Quarter 2- no tardies
Quarter 3- no discipline
Quarter 4: less than 3 absences

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

By When: The strategies will be monitored periodically over the school year.