Desoto Secondary School

2023-24

Schoolwide Improvement Plan (SIP)

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Desoto Secondary School

318 N WILSON AVE, Arcadia, FL 34266

[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 mission of Desoto Secondary School mission is to provide a safe and structured educational environment where everyone is valued, appreciated, respected and encouraged to gain knowledge that establishes and maintains continuing success during school and beyond.

Provide the school's vision statement.

Desoto Secondary School's vision is to motivate students to be upstanding, independent thinking life-long learners, in an ever changing world, with constructive characteristics and positive core values that equips them to relate to future concerns for their community and society.

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
Jones, Ermatine	Assistant Principal	-Assure academic standards are being met for all students according to district, state and federal guidelines -Manage school activities and/or schedule course placement -Observe teachers methods of instruction -Review and utilize student data with staff in a manner that cultivate future leaders -Establish class schedules that support maximum student instruction -Implement, support and maintain school operating procedures -Organize professional development, workshops and/or support trainings -Maintain and coordinate safety procedures and standards for students and staff;maintaining hospitable school culture/climate -Making decisions for the progression of the school -Oversee the school budget, order needed supplies -Student discipline, mentoring and counseling -Communicating with parents, other school personnel, district staff and community members -Continually monitor and suggest appropriate or best operating procedures for staff and students within district procedures -Attend district meetings relating to school practices/procedures, professional development programs or updates -Participate in IEP/manifestation meetings -Assist in daily school duties and routines -Organize and assist in student testing (PM, Benchmark, EOC's, etc)

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.

Desoto Secondary School strives to make our school's environment welcoming to students, parents and guest. It is paramount that our teaching staff and administrator maintain, not only after the first impression, but continuously, a positive,conducive for learning, behaviorally safe environment. DeSoto Secondary School, conducts, at least monthly, student feedback panels, to aid in the improvement of the school's culture; what works, what is liked, and what doesn't work. Although this is usually completed by survey and discussed during staff meetings, periodically, small student groups have also been selected, based on interest, to gather or disperse information to the student population. Parent engagement and contributory communication is also welcomed at DSS. Parents are invited individually for workshops and Q/A on how to access Apex data or how to better support the student portal for grades and attendance. Collectively, parents and guardians are asked to provide feedback or suggestions on policies and practices that affect learning and behavior at DeSoto Secondary during pick-up or drop off offering a coffee or soft drink break while communicating. Desoto Secondary also has electronic methods parents can utilize to provide 'food for thought' directly to the staff or administration which can provide input for a specific subject. For the 23/24 school year, Desoto Secondary will implement several programs which will engage students in real world events, improve social skills and support behavioral growth. These programs will increase neighborhood and community involvement via monitoring or participation in gardening, or activities that involve strategic thinking, communication and leadership examples. Desoto Secondary School communicated with students and parents then determined by developing some community outreach programs could also improve cultural diversity by having approved guest speakers of various cultures, socio and economic arenas relate and communicate to our population. Desoto Secondary believes these programs are essential for broadening and increasing stakeholder involvement and ensuring support in all stages of a more efficient 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))

The SIP will consistently analyze the SIP as a living plan for the remainder of the school year. Desoto Secondary staff will review the SIP to determine if student data indicates that an teaching/instruction method we are utilizing is or is not effective, based on student progress goals created. It will then be amended and updated to reflect the efforts we need to take to ensure students are receiving what they need to learn according to the standards. We will also take into consideration feedback from students and parents, to establish a direction, summative and formative assessment data with the online platform as well. Finally at each semester, DSS will review previous data sources to the current year to challenge the 'whys' if we have not met or successful with specific trends.

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)	Combination School KG-12

Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: I
School Improvement Rating History	2018-19: UNSATISFACTORY 2017-18: I
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	2	6	14	22
One or more suspensions	0	0	0	0	0	0	0	7	8	15
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	8	17	27
Course failure in Math	0	0	0	0	0	0	2	8	19	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	8	10	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	7	15	23
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	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	1	7	11	19

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	4	7	14	25
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	1	3	15	30
One or more suspensions	0	0	0	0	0	0	4	7	23	47
Course failure in ELA	0	0	0	0	0	0	3	3	6	18
Course failure in Math	0	0	0	0	0	0	4	2	4	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	3	19	38
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	5	26	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	6	29	61

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	4	8	34	72

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

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	1	3	15	19
One or more suspensions	0	0	0	0	0	0	4	7	23	34
Course failure in ELA	0	0	0	0	0	0	3	3	6	12
Course failure in Math	0	0	0	0	0	0	4	2	4	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	3	19	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	5	26	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	6	29	38

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	4	8	34	46

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	2	6	24	32
Students retained two or more times	0	0	0	0	0	0	1	4	18	23

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*	15	18	53	15	29	55	6		
ELA Learning Gains				31			24		
ELA Lowest 25th Percentile									
Math Achievement*	4	8	55	7	6	42	0		
Math Learning Gains				50			13		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	12	21	52	0	19	54	15		
Social Studies Achievement*		24	68		40	59			
Middle School Acceleration			70		35	51			
Graduation Rate	25	31	74	52	14	50	61		
College and Career Acceleration			53	0	50	70	0		
ELP Progress			55			70			

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)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	56
Total Components for the Federal Index	4
Percent Tested	91
Graduation Rate	25

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	155
Total Components for the Federal Index	7
Percent Tested	76
Graduation Rate	52

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	0	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP	6	Yes	4	4
MUL				
PAC				
WHT				
FRL	18	Yes	4	4

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				
ELL				
AMI				
ASN				
BLK				
HSP	28	Yes	3	3
MUL				
PAC				
WHT	50			
FRL	28	Yes	3	3

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	15			4			12			25		
SWD	0										1	
ELL												
AMI												
ASN												
BLK												
HSP	12			0							2	
MUL												
PAC												
WHT												
FRL	17			5			13				4	

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	15	31		7	50		0			52	0	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	20	36		14	40							
MUL												
PAC												
WHT											50	
FRL	17	31		11	54					57	0	

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	6	24		0	13		15			61	0	
SWD												
ELL												

| **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
AMI												
ASN												
BLK												
HSP										80		
MUL												
PAC												
WHT	10			0						42		
FRL	7	14		0	14		8			58		

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	*	36%	*	50%	*
07	2023 - Spring	29%	27%	2%	47%	-18%
08	2023 - Spring	13%	30%	-17%	47%	-34%
09	2023 - Spring	*	34%	*	48%	*
06	2023 - Spring	13%	30%	-17%	47%	-34%

| **MATH** | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	13%	24%	-11%	54%	-41%
07	2023 - Spring	0%	40%	-40%	48%	-48%
08	2023 - Spring	7%	30%	-23%	55%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	10%	22%	-12%	44%	-34%

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

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	66%	*

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

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.

According to the school report card for the 21-22 school year, it illustrates that Desoto Secondary School performed equally at 68.2% for level, in both math and ELA for total subgroups. Although, math scores

for level two or higher is significantly better, with level two math at 22.7% and ELA at 13.6%. Demonstrates, the ELA data is the lowest performance component at DSS. There are several contributing factors for the low ELA performance. One of the strongest contributing factors, however, for the previous year performance, was ineffective instruction and planning of the standards to and for students. Although Desoto Secondary utilizes an electronic based curriculum, the low performance scores are the effect of not employing standard based strategies for ELA instruction or assessment that is strategically focused and arranged to address all students particular needs. The other contributing factor to last years low performance in ELA relates to many of the reasons students attend Desoto Secondary, being one or more grades levels behind, and/or the lack of having strong comprehension or vocabulary skills to perform successfully at their grade level, especially for testing. It is a combination of the two factors that continue to keep ELA as our lowest performing component. Students arriving at DSS, are grade leveled challenged, and in the prior year, Desoto Secondary felt compelled to continue provide those struggling students with basic/general skills, instead of incorporating those basic grade level skills needed for testing success within the standard. However, after working with math coaches to assure we are utilizing the district pacing guide and ELA standards, students now have an opportunity to achieve better performance results.

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

The assessment for math and ELA level one achievement, both, were 68.2% for the 21/22 school year which is three times higher than the state and twice as high for the district.However, it shows a strong decline from the 20/21 school year at 88.9% for ELA and 84.2% for math. Incorporating smaller class sizes by creating a rotating schedule for core subjects allows students to receive specific instruction for electronic assistance, and initiating live instruction at the beginning of each core subject, is one of the key contributors of assessment growth. DSS also celebrates all ongoing successes through PBIS daily, monthly, at the end of each semester and at the end of the year with a formal graduation of success banquet which families and students attend wholeheartedly.

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.

Although the state report card displays there is not enough information to determine the data, one of our greatest component DSS has observed was lack of attendance and motivation, especially with habitual truancy students; it continues to be one of the greatest challenges for DSS among all our subgroups. Several attendees at Desoto Secondary discuss they feel 'too old' to be in their current grade due to several years of being maintained in the same grade, lack of progress while attending juvenile programs, or returning after being expelled. The district's truancy officer is very supportive connecting with parents and students and working with DSS staff in order to get those consistently absent students into the school. Attendance contracts meeting are held with the parent and they are charged with holding up their end of the commitment regarding their student. Desoto
Secondary, is also committed to working more intently with older students innovatively to complete courses, register for concordant score testing, Co-op courses and/or counseling, to encourage students to follow through until graduation. Students addressing how they moved from "here to there" academically, has brought a positive shift for newly enrolled students to DSS. Desoto Secondary has observed a some of our enervated students' drive increased to a more stable attendance weekly.

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

Desoto Secondary School's component that demonstrated the most improvement from the 2021/22 year to current, is discipline. Desoto Secondary established an all hands on deck duty positions when students transition to from on between classes. We announce student accomplishments and successes everyday through our PBIS acronyms initiatives C.A.R.E.S and S.A.F.E.. The staff have adopted that

every student is "seen and heard" from the morning greeting at the entrance to brief conversations throughout the day provides an cognizant proactive reflection to how or what the student is doing during their day. Desoto Secondary School was also utilized Alternatives to Suspensions, if and when possible.

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

Two potential areas of concern for Desoto Secondary are
- improving Progress Monitoring and EOC's scores across all subgroups.
Having students return to their home school on or as close as possible to their cohort year possibly with graduation requirements satisfied.

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

Desoto Secondary School's concerns for improvement this year are:
-Securing certified instructors in all core subjects eventually, but currently for Math and ELA
-Improve assessment scores across all subgroups
-Effective PD's for instruction and data monitoring
-Increase and improve attendance across all subgroups
-Improve stakeholders presence and involvement

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.

Across all ESSA subgroups at Desoto Secondary School, students are underachieving in ELA and Math FAST, and the same for B.E.S.T. and multiple EOC assessments. Desoto Secondary levels in relationship to the 'on or above' state grade level for PM 1-3 for Reading and Math, 3rd-8th grades, are especially our lowest group academic performing group and also our highest grade population. In addition, DSS's ESSA groups continue to be delinquent in obtaining significant gains in ELA and math,assessments especially during PM 3, where a 3% to 10 % increase of achievement should be observed for students that remained in attendance at DSS.

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

Desoto Secondary School will continue to provide 100% of its students with a minimum of 15 minutes live, researched, standard based instruction from a certified teacher of ELA or math specifically. Students scoring a Level 1 will improve their assessment scores, in those core areas, in PM 3 by 20% or better. Students that achieved significant gains in PM one and /or two, will advance to the next level in PM 3 by 10%.

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

Desoto Secondary will require all instructors to deconstruct and analyze one researched, standard identified question, per class daily. Weekly, student will review similar styled inquiries for data collection. Staff will collaborate and monitor student's progress of the material. Math and ELA instruction will be led by certified instructors, with lesson plans reviewed with para's for support to continue standard. Collaboration between paraprofessionals and teachers will be conducted to observe individuals, or group academic challenges for progress and success.

Person responsible for monitoring outcome:

Ermatine Jones (ermatine.jones@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.)

Desoto Secondary Plans to conduct classroom observations with immediate pre and post correction conversations. We will implement problem solving concerns in the classroom immediately then follow up with discussion plans. For example, how a student could have received a better grasp on instructions or various ways the teacher could communicate to a student. Standard Operating Procedures will be implemented in the classrooms and around the school for clarity and student awareness. Instructors will meet with students for data chats, staff academic collaborations and then conclude with Student/Parent/ Staff support meetings.

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

This rational allows Desoto Secondary to observe what and how the student is learning when classroom walkthroughs are conducted. Pre/post conservations can determine if instruction needs to be more flexible or varied for student comprehension. SOP's can encourage students to remember to focus on class practices for best instruction. Data chats with students allows students to share challenges or celebrate success with academic feedback before moving on. Parents are stakeholders in the students education and schools allows interest in the students' education.

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.

Arrange staff PD's for instructional improvement
Para and Certified instructors collaborate to align curriculum
Classroom monitoring and correction conversation
Disaggregate data (ESSA, Lev. 1s, SWD)
Parent Teacher Meetings

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

By When: Bi-weekly, Monthly starting September to May

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

In the light of various events that has taken place in our country over the past few years, and unfortunately, in our small community, resulting in a fatality of a former student; acquiring academic success is paramount at Desoto Secondary School for all ESSA subgroups. Desoto Secondary School's discipline albeit lower than the previous year, still report too many SESIR's incidents for student attendance. Lack of academic interest,
academic setbacks and life challenges have created 20% of ESSA subgroups to have interactions with the law or juvenile services. Desoto Secondary is charged with motivating and encouraging all ESSA subgroups, how to reach beyond the 'now' to prepare for success in the future. It is essential that DSS ESSA subgroups are provided innovative activities, rigorous lessons and opportunities to utilize higher order thinking skills. For example, to support progress and proficiency in all core subjects, use of interactive games to improve and increase language participation and discussions. Desoto Secondary observed that students worked well on completing daily assignments on APEX (electronic platform) averaging up to four units per course daily. However, according to our testing data our ESSA students were not achieving gains or reaching achievement levels. Desoto Secondary in addition to having Math and ELA certified teachers to complete intense instruction, will guide how to use and provide learning incentives or manipulatives for our ESSA students. For example, stress relief strips on Chromebooks, seat cushions as an quiet outlet for excessive energy release, brain break activities to help students refresh or refocus. We can supply tools such as visual flash card, discussion chips/card, and word/ letter activities to simulate positive peer interaction, encourage group connections and challenge subject awareness for better academic standards in core subjects for college or career success.

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

Desoto Secondary will provide 100% of student with a uniformed dress code to communicate appropriate school attire and unity among peers. A 100%, no electronics during the school day, will be implemented as an attempt to improve academic focus by 50% and lessen electronic communication during classes among students by 90%. Desoto Secondary will continue with PBIS initiatives to celebrate success of academic and behavioral support to decrease inappropriate behavioral referrals by 40%. We will implement,daily, restorative practice as an attempt to enhance relationships, address conflict and support mental health among our students and staff which will decrease inappropriate behavior by 20%. Desoto Secondary will supplement core subjects with manipulatives, games and activities to increase mental focus and productivity by 30%.

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

Administration and staff have implemented a daily behavior/academic point sheet. Students will participate in minimally two activities per week,reflecting with staff. SOP's will serve as a daily reminders for consistent positive student behavior and success. Securly will be monitored electronically by all teachers at any given time to assure students are working academically. Certified teachers will provide weekly assessments to determine growth of achievement level of standards. Teachers will provide support to staff with feedback to concerns of students academic deficits.

Person responsible for monitoring outcome:

Ermatine Jones (ermatine.jones@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.)

Staff will post core standards, higher order thinking questions and purposes on white boards located in each classroom. Various reading devices and activities that spark conversations and enhance understanding of reading material such as guided reading rulers, electronic reading highlighters to assist with visual tracking or block distractions. Projectors and screens to support whole class or small group instruction. Speciality tape for visual learners to differentiate lessons or specific items. Chess games to encourage strategic thinking skills. Hand held garden instruments, plants and planting instructions, soils to introduce and maintain DSS program of the Garden club. Math games to increase mental math skills. Desoto Secondary will use brain break games an activities for students to refresh and refocus or interactive activities to encourage. Supplemental work books, text books and electronic programs allows students to practice to strengthen test taking skills. Metal detectors provide a safe atmosphere for learning.

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

Desoto Secondary School has initiated, developed or maintained a series of protocols to assure physical and academic safety of students. Establishing an uniformed attire removes the students from a relaxed, competitive street attire to one prepared for learning because it decreed the concern that causes class disruptions. The PBIS initiative allows DSS staff to celebrate every success, progress and change. Multiple manipulatives, activities or supplemental support provides various academic aids for all ESSA subgroups.

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.

Establish SOP in classrooms and high traffic areas for Students
Provide Manipulatives and Incentives
Improve/increase scores testing levels
Lessen opportunities of electronics from academic focus
Review and Share Benchmark/ FAST Testing data
Data analysis of target students in Core subject

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

By When: Monthly, beginning Sept to May

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Because Desoto Secondary uses an electronic platform (Apex) for students to complete courses, testing data illustrates, this method isn't enough. Although staff work with students individually and provide 15-30 minutes of math and ELA instruction, we realized our students also needed meaningful, rigorous resources that can be educational yet fun to promote learning. We also observed students were able to perform better(less inappropriate communication, more focused) when opportunities to work outside of the classroom or non traditional settings (outside on benches) were presented. Flexible seating/ sensory seating can assist out ADHD or ADD student with releasing energy but not be disruptive while busy with movement. ELA and MATH manipulatives, we believe, will increase positive social skill and academic communication. Students on the APEX platform are hardly ever on the the same unit, at the same time, so work may often be done solitarily. However, with core manipulatives, academic dialog increases, students get to socialize and build connections that can lend support when working within the platform, even on different subjects. However, the most significant component of assuring the students working is a safe atmosphere and a positive school culture. When students enter the building,unconcerned with devices or gadgets that can create fear or danger, we have observed a calmed climate for the students to function. Prior to electronic monitoring, lighters, vapes pens or cartridges were found entering the building, or passed from student to student until finally found. Metal detectors prior to student entry would avert such items for student and staff security. In addition, we found students relinquishing their electronic devices at the entrance immediately improved student performance and focus, especially when they were assured their devices were monitored and safe. This action also allow teachers to utilize various activities without the risk of cheating or withdrawing because student would rather be on their personal electronic devices than work or participate. Core subject workbooks along with writing tools, like mini boards and markers, brain break activities, or thinking strategy games break the monotony of students' consistent work on the computer, while allowing higher order thinking, allows a mental break, large muscle movement and reduces eye strain from using the computer.

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.

Desoto Secondary will provide stakeholders with information for it's SIP through it social media page on Facebook. Inviting parents, families and community members to various functions, like open house or quarterly data checks to collaborate, discuss,receive feedback or learn information relating to our SIP plans. Printed material outlining SIP planned activities and academic progress will be sent home quarterly with data updates. Desoto will conduct surveyed Title I and SAC meetings where SIP data will be provided.

The School District of Desoto County webpage.

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))

DeSoto Secondary admin. meets with each parent initially, face to face, if possible, to express the mission, vision and support needed for every student's success. Parents then acknowledge and can address any additional questions relation to for their student's success while at DSS or preparing to transfer to their home school. Teachers are assigned 'homeroom' students to make contact with parents relating to any student academic concerns. Teachers schedule, via phone or preferably face to face, to discuss whole student with specifics sent from other teachers. Parents can request, staff supported instructions, how to receive information from the school's data portal relating to grades, discipline, attendance and academic progress. Parents are welcomed to have lunch with their students, receive written updates and invited to participate in semester events to celebrate progress and achievements. Initiating groups and clubs at DSS provides opportunities to meet and converse with community members that can expose our students to various careers.

The School District of Desoto County webpage.

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)

Desoto Secondary will participate in or purchasing resources for professional development that focuses on student assessment, growth and achievement which is ultimately the initial key begin strengthening our academic program. Desoto Secondary aspires to review all students data to determine the academic deficits or needs to make substantial gains in Math and ELA. We want to indulge in professional development that instructs with students individually, small group instruction or group collaboration that details how to work with manipulatives. Securing electronics until the end of the academic day and consistent Chromebook monitoring has been the most tremendous support for maintaining academic focus. The strongest level of enrichment Desoto Secondary would like to instill in our students' an academic understanding of self-awareness. Our long-term goal is to have students identify, explain, and seek assistance for academic challenges. This allows students to become confident in what they know, learn and how to ask for needed assistance for what they don't know. Providing a daily grade level, standard based question to dissect, supports higher order thinking for challenging assessment questions. DSS also believes this procedure includes how to increase academic rich language which may be observed or viewed on assessments.

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))

N/A

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))

Parents are provided or can request and complete in the security of their home, counseling forms that are then returned to district to assign social workers to provide mental health support. Desoto School district assigns LSW biweekly to provide additional mental health resources for parents or assistance for any student during the school day. Desoto Secondary is also partnering with Big Brothers/Big Sisters of the Sun Coast mentoring program, especially to support students preparing to return to home schools. JPO's and counseling agencies collaborate with DSS staff to combine academic and behavioral measures for student success.

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))

Desoto Secondary School students are able to attend dual enrollment courses at the local state college, participate in certificate courses or maintain employment through Co-Op courses at DSS upon achieving course credits at Senior level.

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).

DeSoto Secondary staff works diligently with students to resolve conflict prior to an altercation. Students will be separated as part of a conflict resolution to first communicate with staff about the issue, and then possibly with each other. We strive to maintain a positive culture and climate by developing a strong personal relationship with every student. We allow our students time to reflect on their negative behaviors and allow them to discuss various outcomes depending on their choices.

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))

Desoto Secondary teachers are dedicated to supporting our students reaching their highest academic goals with courses and assessment. We understand to do so, we need to utilize how to use lesson plans more effectively. DSS staff could also become more proficient in operating the electronic devices provided by the district. For any student, especially ESSA and SWD students, education for social, emotional and mental health is a very high on our list for training in social and emotional training.

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))

N/A

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: Positive Culture and Environment: Early Warning System			$15,065.33
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	0291 - Desoto Secondary School	UniSIG		$353.94
			Notes: Student Resources to enhance and supplement core curriculum. Will be done in small group setting. SAT vocabulary builder- 6@14.95=89.70 Middle Grades Vocabulary Activity- 6@14.95=89.70 Math flash cards 4@25.95= 103.80 Reading comprehension cubes- 6@11.79=70.74			
	5100	510	0291 - Desoto Secondary School	UniSIG		$35.96
			Notes: Student Resources to enhance and supplement core curriculum. Will be done in small group setting. Guided reading strips 4@8.99=35.96			
	5100	530	0291 - Desoto Secondary School	UniSIG		$1,744.60
			Notes: Student resources Scholastic magazines- both digital and print Grades 6-8 Scope- 40@8.99=359.60 Grades 6-12 Action- 40@ 8.99= 359.60 Grades 7-12 Choices- 60@8.99= 539.40 Grades 6-12 Art- 60@8.10= 486			
	5100	520	0291 - Desoto Secondary School	UniSIG		$3,515.25
			Notes: Everglades supplemental workbooks to enhance core instruction and provide additional practice for students. 6th grade math- 25@16.95=423.75 7th grade math- 25@16.95= 423.75 8th grade math- 40@16.95= 678 Algebra- 40@18.95= 758 Science 6-8- 40@18.95= 758 Biology- 25@18.95= 473.75			
	5100	360	0291 - Desoto Secondary School	UniSIG		$1,270.00
			Notes: Software to provide additional math practice for students in the area of pre-algebra, Algebra 1, Geometry, and Algebra 2. Kuta software- site license= 1270			
	5100	519	0291 - Desoto Secondary School	UniSIG		$1,962.60
			Notes: Calculators for math work and FAST testing. Texas Instrument TI 30Xa- 60@12.29=737.40 Casio SL-300SV- 60@ 7.09= 425.40 Texas Instrument Graph Cal TI84 20@39.99= 799.80			
	5100	510	0291 - Desoto Secondary School	UniSIG		$5,682.98
			Notes: Supplies to support schools: folders, markers, crayons, pencils, workbooks, glue, paper, construction paper, paint, notebooks.			
	5100	590	0291 - Desoto Secondary School	UniSIG		$500.00
			Notes: Soccer Balls and nets Footballs Hula Hoops Corn Hole Basketballs Students earn daily interactive points for school expectations. Bi monthly points are tallied. Students have to have met a specific amount of points to participate in activities.			
2	III.B.	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$32,434.67**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0291 - Desoto Secondary School	UniSIG		$155.66
			Notes: Students need to have a moment to refocus and prepare to support their own education. DSS is working for students to have self awareness and work to refocus on their own. To aid in that effort. Calming corner aids- 6 @17.95= 107.70 Anxiety sensory strips- 4 @ 11.99= 47.96			
	5100	590	0291 - Desoto Secondary School	UniSIG		$2,399.30
			Notes: Flexible seating to enhance learning areas at DSS. Sensory Cushions and bean bag chairs			

	5100	590		0291 - Desoto Secondary School	UniSIG		$2,799.93
			Notes: 7 whiteboards to go into each classroom to allow for student collaboration and teacher whole group work. Whiteboards are 72X48 7@399.99=2799.93				
	5100	510		0291 - Desoto Secondary School	UniSIG		$1,065.98
			Notes: Student resources to allow students time to have a brain break to then return to instruction ready to work. Grab and go Brain Break- 6@9.59=57.54 Various Card games- UNO, Phase 10- 6 of each @10.99=131.88 Chess sets- 8@23.99= 191.92 Scrabble- 8@19.76= 158.08 Backgammon- 8@20.00= 160 Checkers- 8@18.99= 151.92 Battleship- 8@16.99= 135.92 Connect 4- 8@9.84= 78.72				
	5100	590		0291 - Desoto Secondary School	UniSIG		$631.84
			Notes: Instruction enhancers to help engage student participation in class. Answer buzzers- 8@13.99= 111.92 Joystick buzzers- 8@64.99= 519.92				
	5100	128		0291 - Desoto Secondary School	UniSIG		$4,800.00
			Notes: Teachers and staff need additional time to collaborate and develop meaningful, standards aligned lessons. 2 hours per week for 32 weeks beginning in mid September through the end of the year. 3 teachers@ $25= $4800				
	5100	210		0291 - Desoto Secondary School	UniSIG		$650.88
			Notes: Retirement 13.56%				
	5100	220		0291 - Desoto Secondary School	UniSIG		$367.20
			Notes: Social Security 7.65%				
	5100	158		0291 - Desoto Secondary School	UniSIG		$4,800.00
			Notes: Teachers and staff need additional time to collaborate and develop meaningful, standards aligned lessons. 2 hours per week for 32 weeks beginning in mid September through the end of the year. 5 paraprofessionals@ $15= $4800				
	5100	210		0291 - Desoto Secondary School	UniSIG		$650.88
			Notes: Retirement 13.56%				
	5100	220		0291 - Desoto Secondary School	UniSIG		$367.20
			Notes: Social Security 7.65%				
	5100	643		0291 - Desoto Secondary School	UniSIG		$3,404.07
			Notes: 1 ClearTouch Panel for the use of classes at DeSoto Secondary School- $3,404.07				
	5100	590		0291 - Desoto Secondary School	UniSIG		$1,171.94
			Notes: Stand and shipping for the Clear Touch panel at DeSoto Secondary				
	5100	642		0291 - Desoto Secondary School	UniSIG		$3,420.00
			Notes: 4 Classroom Projectors for DeSoto Secondary School				
	5100	510		0291 - Desoto Secondary School	UniSIG		$4,117.80

			Notes: Class set books by Author Sharon Draper or YA authors. Students would maintain interest in YA books that discuss real world issues of pre teens and teens. Supportive for our Boys and Girls groups. Additionally books from the ELA book list are included. $4,117.80		
	5100	519	0291 - Desoto Secondary School	UniSIG	$1,631.99
			Notes: Set of 20 wireless headphones- $1,631.99		
				Total:	**$47,500.00**

Budget Approval

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

Yes