

Desoto County High School

1710 E GIBSON ST, Arcadia, FL 34266

<http://dhs.desotoschools.com/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	D

School Board Approval

This plan is pending approval by the Desoto County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our efforts to support and build relationships between teachers and students also includes:

- Selection of AVID strategies that teachers began using during the first days of school to set a positive tone and to clarify the values that will guide interpersonal interactions between students and between teachers and students.
- Provided relationship building Professional Development training for teachers to assist in expanding positive interpersonal interaction in classroom settings.
- Implemented Check and Connect mentoring program to increase opportunities for positive teacher/student relationship development.
- Administration ensures that the focus of relationship-building is a recognized school based priority in every interaction between students and teachers.
- Our school provides after school tutoring with a primarily academic focus however, a secondary benefit is the extended opportunity for positive interaction between students and teachers.
- Many of our school's clubs/organization have cultural integration as a main priority. In addition, many of these organizations serves as a vehicle for continued positive teacher/student interaction before, during, and after school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Develop and implement a differentiated system of school counseling services with dedicated time for the

core social-emotional curriculum, supplemental supports based on identified student need (data driven small group counseling), and intensive supports students to school-based and community resources (brief individual counseling, referral)

- Create or enhance a college-going culture through the AVID College and Career Readiness program.
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's PBS

Universal Guidelines to the contexts students will encounter before/during/after school

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the

structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school

personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and

giving them instruction for reporting violations to appropriate supervisors

- Provide professional development in methods of respectfully and effectively addressing disrespectful

comments as well as methods for respectfully correcting misbehavior at the classroom and administrative

levels

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Positive Behavior System will provide school-wide recognition
- Junior Cabinet meetings between administration and student leaders will occur on a frequent basis to include student feedback
- Class meetings will occur on a frequent basis to include student feedback
- Discipline personnel will be trained to ensure parent/student/teacher communication, consistency, and ensuring that district discipline policy is enforced universally and fairly

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Check and Connect is established to provide positive mentoring opportunities for students.
- Each member of administration is taking on the role of "class adviser" in the following manner:
 - Principal (Seniors)
 - Assistant Principal (Juniors)
 - Assistant Principal (Sophomores)
 - Deans (Freshman)

Each administrator will be meeting with representatives of the classes to provide students with the opportunity to express concerns. The Principal will also establish a Junior Cabinet made up of representatives of all classes to provide students with an additional opportunity to be heard.

- School administration has made connection with community groups such as DeSoto Drug Free

Youth to

promote healthy choices and positive mentoring opportunities.

- Operational school based team that meets weekly to discuss students with barriers to academic and social success.
- Ensures the social-emotional needs of all students through the pupil service team. The pupil service team consists of administration, counselors, teachers, social workers and other school staff. The pupil service team offers individual counseling to assist with personal and social needs through the school counseling office, social workers and the DeSoto Community Care Family Clinic.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Skyward data system will be used to identify students who have attendance, behavioral, or academic concerns. School administration team along with a variety of others will be monitoring this throughout the school year.

In utilizing the Skyward system we will use data decision rules derived from our district policies and our school handbook related to number of absences, tardy, or other items before a referral is generated. The list of indicators include but are not limited to the following:

- Guidance Counselor or Response to Intervention Referral
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension-
- One or more suspensions, whether in school or out of school
- Course failure in any course
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our teachers will also be trained and fully aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules criteria.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	75	68	46	45	234
One or more suspensions	79	30	36	12	157
Course failure in ELA or Math	226	110	52	23	411
Level 1 on statewide assessment	188	148	57	24	417
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	83	35	14	9	141

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following intervention strategies are all potential tools to be used in various degrees with students that meet the early warning system indicators:

- School counselors will develop a comprehensive school counseling program with dedicated time to develop, implement, and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
- I-Ready and other software based learning vehicles will be utilized to assist in academic endeavors.
- Data sheets and goal setting will be required for all students who fall into this category. This will include time for staff to have mentoring opportunities with these students.
- Notification procedures will be in place for parents, agency and community outreach.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators and provide incentives for parents to attend;
- Communicate classroom and school news to parents by including school newscast on school website;
- Require all staff to make positive phone calls home. In addition, all referrals generated require a call home for parental notification.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

A member of our administration team participated in Leadership DeSoto, which provided a variety of opportunities for building community support and resources. The faculty and staff select students of the month, who attend the local Chamber of Commerce Early Bird Breakfast where they are introduced to the community and are recognized for their accomplishment. We have implemented a community gathering where many local partnerships were utilized.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stephenson, Nelson	Principal
Baldwin, Tod	Assistant Principal
Langston, Cynthia	Assistant Principal
Barrera, Cynthia	Dean
Knoche, Katherine	Dean
Arrington, Jayne	Instructional Coach
McGill, Sally	Instructional Coach
Show, Arah	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The RtI Leadership Team, including the Principal, will meet with the School Advisory Council to help develop the SIP. The team will provide and review data, plan interventions, and continuously evaluate status of interventions and staff development needed regarding RtI. The team will assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS and SIP monitoring is a combination of the use of a district database, guidance/teacher referrals, and administration classroom observations. The data routinely monitored for Tier I interventions in reading and math are the students previous FCAT 2.0 Reading scores and a baseline reading and/or math scores (i-Ready) and EOC Scores, as well as any ELL, ESE, or 504 plan data that may be available.. For writing, the students' writing scores would be used as a data source, as well as previous grades in English classes, as well as any ELL, ESE, or 504 plan data that may be available.. For science, the MTSS team would examine the students' previous grades in science classes, as well as any ELL, ESE, or 504 plan data that may be available. For behavior, the data routinely monitored would be ESE, ELL, 504 Plan, and discipline history for each student. For Tier II and III interventions, the monitoring instrument will be the intervention records and progress monitoring paperwork.

SIP data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. The administration team monitors the implementation of interventions supporting teachers in personalizing the student's education, which will increase student achievement. Professional Development for utilizing the MTSS/SIP problem solving process is scheduled early in the school year and is on-going as needed.

Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.

Title II Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.

Title III Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

Title X- Homeless The coordinator of district services for Homeless students provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) funds are coordinated with funds from other sources, including Title I, to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance.

Violence Prevention Programs

The school offers a non-violence/anti-bullying program and anti-drug program to all students as part of the Character Education program for the site. This may include, but not be limited to, guest speakers, field trips, and community service activities such as Big Brother/Big Sisters.

Nutrition Program

Students are provided a free breakfast and free lunch at 100% no cost.

CTE

Certification exams for students are paid in full by the district.

Carl D Perkins funds are used to provide support to students as they make career decisions at the middle and high schools.

Career and vocational programs at the secondary levels, including dual enrollment vocational programs, are provided for regular, disadvantaged, and handicapped students.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nelson Stephenson	Principal
Tawnya Caudill	Parent
Beth Bryan	Parent
Lucille LaCava	Teacher
Sue Knight	Teacher
Dana Holloman	Teacher
Julie Colding	Parent
Marilyn Goodman	Teacher
Jessie Alford	Parent
Barbara Foster-Jackson	Parent
Cole Conners	Teacher
Amanda Gabert	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC has thoroughly reviewed our previous year's school improvement plan. Members have given suggestions on how to amend our current SIP to reflect areas of growth.

Development of this school improvement plan

SAC has oversight and input capabilities and has voted on acceptance of the document in full. School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan

Preparation of the school's annual budget and plan

The school advisory council has assisted in the preparation of DeSoto High School's budget and plan. Notes from these planning sessions are available for review.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We are going to purchase items and open a school Positive Behavior Support store. Approximately \$5,000 will be budgeted for this line. Other funds are to be distributed as SAC deems necessary.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Stephenson, Nelson	Principal
Baldwin, Tod	Assistant Principal
Langston, Cynthia	Assistant Principal
Show, Arah	Instructional Coach
Barrera, Cynthia	Dean
Knoche, Katherine	Dean

Duties

Describe how the LLT promotes literacy within the school

NGCAR-PD trained teachers and trainer (Literacy Coach) will offer training to content area teachers through face-to-face meetings.

Literacy Coach will meet with content area teachers during common planning to model and facilitate implementation of content area reading strategies.

Create a literacy culture among the faculty, staff, and students. The team will meet monthly, with members submitting agenda items to the literacy coach, who submits the agenda via email to all members one week before the meeting. Members also discuss and review data pertaining to reading trends within the school, to help in areas that are lacking.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- PLC-with guided direction
- Collaborative Teaching
- Peer Observations for best practice
- Vertical, horizontal, and cross curriculum planning opportunities
- New Hire Mentoring

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in their curriculum areas. The Principal and Assistant Principals will be holding meetings with new teachers to ensure they are

receiving all resources necessary for success. Training will be aligned to needs of new teachers and will cover areas such as discipline, attendance, classroom management, lesson planning and other related topics.

This program will be overseen by Mr. Tod Baldwin, Assistant Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors and mentees meet regularly to discuss evidence-based strategies for effective classroom teaching as well as help with the every day process and routines. The mentor is paid a stipend by the district. New hires meet weekly with administration. Mentors meet with administration monthly. Pairing of mentor/mentee has a variety of reasons some of which include: Mentor and mentee share curriculum subjects, the experienced mentor is in close proximity, and/or the mentor has had a successful track record in assisting the school in retaining new teachers.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

- alignment of curriculum and instructional materials to the Florida Standards (Programs)
- use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

Math, English, and Reading all purchased brand new materials, which are updated and aligned to the new Florida standards.

Science and History are actively using the new Florida anchor standards to help drive the NGSSS lessons.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Benchmark, progress monitoring, common assessments, and previous state assessment information are used to drive instruction.

Teachers do quick, formative assessments during class to judge knowledge, which tells them to go back and review/re-teach or move on. They also review tests with the class after testing to ensure retention of information and to clarify any questions.

Meetings are held on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida

Standards (LAFS)

Administration and Academic Coaches develop a quarterly literacy plan and monitor activities based on plan goals.

Monitoring progress at the class and grade level during department meeting times.

Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Students receiving push-in/pull out services for ESE/ELL

Provide process and strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,760

Provide tutoring from all core academic content areas available after school for one hour, three days a week.

Strategy Rationale

Students will succeed better with one on one tutoring. Students will also enjoy the program as it will not require pre-planning or sign-up. Students will be assisted as they enter.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Langston, Cynthia, cynthia.langston@desotoschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades and state assessment data will be collected to measure student growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Leadership

MCR

ECR

Tracking graduation requirements (Graduation Coach and Guidance)

AVID

Students are able to meet with academic coaches to discuss course options. Students are required to meet with Guidance Counselors prior to selecting courses for the next year. Coaches, counselors, and students use the student's Academic History and interests to select appropriate courses.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- The promotion of increased student participation and performance in Advanced Placement® (AP) coursework
 - Vertical articulation among middle and high school to create a pipeline of rigorous instruction so that students are college ready and prepared for post secondary success
 - The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
 - Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Increase in the types and use of Industry certifications (Business, Adobe, Construction, Culinary, Health Science)

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

DeSoto High School offers a full range of Career and Technical programs, Dual Enrollment and Advanced Placement courses as well as Honors and regular level courses in every subject area. Visiting speakers tie classroom instruction to needed workplace skills. Field trips are planned to bring students onto major university campuses for exposure to future opportunities. Students are also given opportunities to job shadow and various corporations in and around the community.

- Agriculture
- Construction
- Arts, A/V Technology & Communication
- Business, Management & Administration
- Technology Education
- Health Science
- Hospitality
- Information Technology
- Transportation, Distribution & Logistics

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In an effort to increase reading, writing, and math scores students will have a school-wide cross-curriculum writing assignment including extended and short responses in all classes. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as PLC/Data chats, professional development classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning. Career and technical education programs are offered and these programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- Added a strategies class
- School based team review and provide assistance to specific students as needed
- Counselors conduct classroom guidance and individual counseling sessions with students.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase scores on all state assessments by bridging the gap between our school and the state average by 2%.
- G2.** School-wide writing initiative to improve writing scores by bridging the gap between our school and the state average by 2%.
- G3.** Teacher implementation of effective teaching strategies to promote an environment of rigorous curriculum which is aligned to current standards

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase scores on all state assessments by bridging the gap between our school and the state average by 2%. 1a

G038036

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	2.0
Algebra I EOC Pass Rate	2.0
Geometry EOC Pass Rate	2.0
FSA - English Language Arts - Proficiency Rate	2.0
Bio I EOC Pass	2.0

Resources Available to Support the Goal 2

- Coaches in Literacy, Math and Science
- PD days and early release PD days
- Common Planning time provided for content area teachers
- Administrative Support
- New textbooks/materials aligned to Florida Standards

Targeted Barriers to Achieving the Goal 3

- Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking

Plan to Monitor Progress Toward G1. 8

Weekly grade summary sheets and reflections
Quarterly Report Card
Semester Exams
Benchmark Assessments
Progress Monitoring

Person Responsible

Nelson Stephenson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increasing school-wide scores on all state assessments
Increasing school-wide passing rate on all state assessments

G2. School-wide writing initiative to improve writing scores by bridging the gap between our school and the state average by 2%. 1a

G038037

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	2.0

Resources Available to Support the Goal 2

- Academic Coaches
- PD days and early release days for PD
- Implementation of Cornell Notes school-wide
- Administration Support
- AVID present in 9th, 10th, and 11th grade; AVID strategies school-wide
- Administrative support
- Teacher collaboration during PLCs/Common Planning time for writing within content areas

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge on how to use proper writing strategies within their content areas

Plan to Monitor Progress Toward G2. 8

Observations of classroom environment

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

DeSoto County Schools Teacher Evaluation Instrument Increase of school-wide writing scores

G3. Teacher implementation of effective teaching strategies to promote an environment of rigorous curriculum which is aligned to current standards 1a

G038038

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	68.0

Resources Available to Support the Goal 2

- Coaches - Literacy, Math, and Science
- Common Core State Standards
- AVID Strategies
- PD days and early release PD half days
- Common Planning for content area teachers
- Administrative Support

Targeted Barriers to Achieving the Goal 3

- Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain, and prove reasoning aligned to the standards
- Students are not held accountable for giving critical, independent, and creative responses to higher order questions.

Plan to Monitor Progress Toward G3. 8

Observations of classroom environment

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

DeSoto County Schools Teacher Evaluation Instrument Increase of scores on summative exams throughout year

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase scores on all state assessments by bridging the gap between our school and the state average by 2%. 1

G038036

G1.B2 Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking 2

B091450

G1.B2.S2 PLC, Common Planning 4

S102351

Strategy Rationale

Teachers will plan for an include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS and new Florida Standards

Action Step 1 5

Administration monitoring through lesson plans, walk throughs, and observations

Coaches provide content area and school-wide PD on Questioning techniques for use in classroom

Coaches model questioning strategies in classrooms

Teacher use of Costa's Levels of Questioning in classroom instruction and student created work

Teacher use of content specific Higher Level Questioning Stems during classroom

AVID Walkthroughs, focusing on WICOR

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Observations Student Scores Increasing AVID Walk through data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Checking Lesson Plans for WICOR
Walk throughs for observations
AVID strategies during PLCs
Common Assessments (content area)

Person Responsible

Nelson Stephenson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work samples Student interviews for knowledge of use of questioning stems Scores on Benchmark and Progress Monitoring Assessments throughout the year Lesson Plans Common Assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data Walls
Weekly Grade Summary Sheets and Reflections
Assessment results (local and state)
Data from Benchmarks

Person Responsible

Nelson Stephenson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased scores on Benchmark assessments and common assessments throughout the year Increased scores school-wide on all state assessments Increased passing rate school-wide on all state assessments

G2. School-wide writing initiative to improve writing scores by bridging the gap between our school and the state average by 2%. 1

G038037

G2.B1 Lack of teacher knowledge on how to use proper writing strategies within their content areas 2

B091453

G2.B1.S2 Teachers will be trained, and have modeled, best practices in writing instruction relevant to content being taught. Ability to observe colleagues who use best practices effectively in their classrooms.

4

S102353

Strategy Rationale

Teachers will collaborate and use the strategies in all content areas, which will allow students to practice writing in all classes and in multiple contexts.

Action Step 1 5

Targeted PD will be provided to all teachers on writing in relation to their content

Person Responsible

Tod Baldwin

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Samples of student writing in the content area submitted to administration.

Action Step 2 5

PLCs will collaborate, creating performance tasks that include writing

Person Responsible

Tod Baldwin

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Samples of performance tasks

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Substitutes provided so that teachers can observe best practices across contents

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will meet with admin, coaches, and colleagues they observed to discuss what was observed Teachers using writing more often in the classroom

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration walkthroughs (WICOR)

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaches collect data from WICOR walkthroughs and track in Excel

G3. Teacher implementation of effective teaching strategies to promote an environment of rigorous curriculum which is aligned to current standards **1**

G038038

G3.B10 Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain, and prove reasoning aligned to the standards **2**

B091466

G3.B10.S1 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. **4**

S102356

Strategy Rationale

Promote ambitious instruction

Action Step 1 **5**

Modeling in classroom
PD for cooperative strategies
Student discussions in class on topics presented by teachers

Person Responsible

Tod Baldwin

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Elevation of scores throughout school and year Student interviews Demonstration of a collaborative classroom

Plan to Monitor Fidelity of Implementation of G3.B10.S1 **6**

Walk throughs of classrooms
Lesson Plans
Common Planning meetings - Discussions

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Elevation of scores throughout school and year Student interviews Demonstration of a collaborative classroom

Plan to Monitor Effectiveness of Implementation of G3.B10.S1 7

Student interviews
Classroom observations

Person Responsible

Tod Baldwin


Schedule

Daily, from 8/18/2014 to 6/4/2015


Evidence of Completion

Use of cooperative structures and strategies in the classroom Increase in scores on assessments throughout year DeSoto County Schools Teacher Evaluation Instrument

G3.B11 Students are not held accountable for giving critical, independent, and creative responses to higher order questions. 2

 B091467

G3.B11.S2 Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS, LAFS, and MAFS 4

 S102358

Strategy Rationale

Students improve question generation and ability to remember information

Action Step 1 5

Administration monitoring through lesson plans, walk throughs and observations

Coaches provide school wide PD on Questioning techniques for use in classroom

Coaches model questioning strategies in classrooms

Teacher use of Costa's Levels of Questioning in classroom instruction and student created work

Teacher use of content specific Higher Level Questioning Stems during classroom

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Observations Student Scores Increasing

Action Step 2 5

Administration monitoring through lesson plans, walk throughs and observations

Coaches provide school wide PD on Questioning techniques for use in classroom

Coaches model questioning strategies in classrooms

Teacher use of Costa's Levels of Questioning in classroom instruction and student created work

Teacher use of content specific Higher Level Questioning Stems during classroom

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Observations Student Scores Increasing

Plan to Monitor Fidelity of Implementation of G3.B11.S2 6

Checking lesson plans

Walk throughs

Observations

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work samples Student interviews for knowledge of use of questioning stems Scores on Benchmark and Progress Monitoring Assessments throughout the year

Plan to Monitor Effectiveness of Implementation of G3.B11.S2 7

Student work samples
Student interviews
Assessment results
Data from Benchmarks

Person Responsible

Nelson Stephenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased scores on Benchmark assessments and summatives throughout the year
Increased scores school-wide on EOC exams Increased passing rate school-wide on EOC exams

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	Administration monitoring through lesson plans, walk throughs, and observations Coaches provide content area and school-wide PD on Questioning techniques for use in classroom Coaches model questioning strategies in classrooms Teacher use of Costa's Levels of Questioning in classroom instruction and student created work Teacher use of content specific Higher Level Questioning Stems during classroom AVID Walkthroughs, focusing on WICOR	Stephenson, Nelson	8/18/2014	Lesson Plans Observations Student Scores Increasing AVID Walk through data	6/4/2015 daily
G3.B10.S1.A1	Modeling in classroom PD for cooperative strategies Student discussions in class on topics presented by teachers	Baldwin, Tod	8/18/2014	Elevation of scores throughout school and year Student interviews Demonstration of a collaborative classroom	6/4/2015 daily
G3.B11.S2.A1	Administration monitoring through lesson plans, walk throughs and observations Coaches provide school wide PD on Questioning techniques for use in classroom Coaches model questioning strategies in classrooms Teacher use of Costa's Levels of Questioning in classroom instruction and student created work Teacher use of content specific Higher Level Questioning Stems during classroom			Lesson Plans Observations Student Scores Increasing one-time	
G2.B1.S2.A1	Targeted PD will be provided to all teachers on writing in relation to their content	Baldwin, Tod	8/18/2014	Samples of student writing in the content area submitted to administration.	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B11.S2.A2	Administration monitoring through lesson plans, walk throughs and observations Coaches provide school wide PD on Questioning techniques for use in classroom Coaches model questioning strategies in classrooms Teacher use of Costa's Levels of Questioning in classroom instruction and student created work Teacher use of content specific Higher Level Questioning Stems during classroom		Lesson Plans Observations Student Scores Increasing	one-time	
G2.B1.S2.A2	PLCs will collaborate, creating performance tasks that include writing	Baldwin, Tod	8/18/2014	Samples of performance tasks	6/4/2015 biweekly
G1.MA1	Weekly grade summary sheets and reflections Quarterly Report Card Semester Exams Benchmark Assessments Progress Monitoring	Stephenson, Nelson	8/18/2014	Increasing school-wide scores on all state assessments Increasing school-wide passing rate on all state assessments	6/4/2015 monthly
G1.B2.S2.MA1	Data Walls Weekly Grade Summary Sheets and Reflections Assessment results (local and state) Data from Benchmarks	Stephenson, Nelson	8/18/2014	Increased scores on Benchmark assessments and common assessments throughout the year Increased scores school-wide on all state assessments Increased passing rate school-wide on all state assessments	6/4/2015 monthly
G1.B2.S2.MA1	Checking Lesson Plans for WICOR Walk throughs for observations AVID strategies during PLCs Common Assessments (content area)	Stephenson, Nelson	8/18/2014	Student work samples Student interviews for knowledge of use of questioning stems Scores on Benchmark and Progress Monitoring Assessments throughout the year Lesson Plans Common Assessments	6/4/2015 weekly
G2.MA1	Observations of classroom environment		8/18/2014	DeSoto County Schools Teacher Evaluation Instrument Increase of school-wide writing scores	6/4/2015 daily
G2.B1.S2.MA1	Substitutes provided so that teachers can observe best practices across contents	Stephenson, Nelson	8/18/2014	Teachers will meet with admin, coaches, and colleagues they observed to discuss what was observed Teachers using writing more often in the classroom	6/4/2015 daily
G2.B1.S2.MA3	Administration walkthroughs (WICOR)	Stephenson, Nelson	8/18/2014	Coaches collect data from WICOR walkthroughs and track in Excel	6/4/2015 daily
G2.B1.S2.MA1	[no content entered]			one-time	
G3.MA1	Observations of classroom environment	Stephenson, Nelson	8/18/2014	DeSoto County Schools Teacher Evaluation Instrument Increase of scores on summative exams throughout year	6/4/2015 daily
G3.B10.S1.MA1	Student interviews Classroom observations	Baldwin, Tod	8/18/2014	Use of cooperative structures and strategies in the classroom Increase in scores on assessments throughout year DeSoto County Schools Teacher Evaluation Instrument	6/4/2015 daily
G3.B10.S1.MA1	Walk throughs of classrooms Lesson Plans Common Planning meetings - Discussions	Stephenson, Nelson	8/18/2014	Elevation of scores throughout school and year Student interviews Demonstration of a collaborative classroom	6/4/2015 daily
G3.B11.S2.MA1	Student work samples Student interviews Assessment results Data from Benchmarks	Stephenson, Nelson	8/18/2014	Increased scores on Benchmark assessments and summatives throughout the year Increased scores school-wide on EOC exams Increased passing rate school-wide on EOC exams	6/4/2015 daily
G3.B11.S2.MA1	Checking lesson plans Walk throughs Observations	Stephenson, Nelson	8/18/2014	Student work samples Student interviews for knowledge of use of	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				questioning stems Scores on Benchmark and Progress Monitoring Assessments throughout the year	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase scores on all state assessments by bridging the gap between our school and the state average by 2%.

G1.B2 Lessons do not routinely incorporate questioning strategies designed to promote problem solving as well as critical, independent, and creative thinking

G1.B2.S2 PLC, Common Planning

PD Opportunity 1

Administration monitoring through lesson plans, walk throughs, and observations Coaches provide content area and school-wide PD on Questioning techniques for use in classroom Coaches model questioning strategies in classrooms Teacher use of Costa's Levels of Questioning in classroom instruction and student created work Teacher use of content specific Higher Level Questioning Stems during classroom AVID Walkthroughs, focusing on WICOR

Facilitator

Coaches - Literacy, Math and Science

Participants

Teachers, Coaches, and Administration

Schedule

Daily, from 8/18/2014 to 6/4/2015

G2. School-wide writing initiative to improve writing scores by bridging the gap between our school and the state average by 2%.

G2.B1 Lack of teacher knowledge on how to use proper writing strategies within their content areas

G2.B1.S2 Teachers will be trained, and have modeled, best practices in writing instruction relevant to content being taught. Ability to observe colleagues who use best practices effectively in their classrooms.

PD Opportunity 1

Targeted PD will be provided to all teachers on writing in relation to their content

Facilitator

Academic Coaches

Participants

Content PLC

Schedule

Monthly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

PLCs will collaborate, creating performance tasks that include writing

Facilitator

Academic Coaches

Participants

PLCs

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G3. Teacher implementation of effective teaching strategies to promote an environment of rigorous curriculum which is aligned to current standards

G3.B10 Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain, and prove reasoning aligned to the standards

G3.B10.S1 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards.

PD Opportunity 1

Modeling in classroom PD for cooperative strategies Student discussions in class on topics presented by teachers

Facilitator

Coaches - Literacy, Math and Science

Participants

Teachers and Coaches

Schedule

Daily, from 8/18/2014 to 6/4/2015

G3.B11 Students are not held accountable for giving critical, independent, and creative responses to higher order questions.

G3.B11.S2 Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS, LAFS, and MAFS

PD Opportunity 1

Administration monitoring through lesson plans, walk throughs and observations Coaches provide school wide PD on Questioning techniques for use in classroom Coaches model questioning strategies in classrooms Teacher use of Costa's Levels of Questioning in classroom instruction and student created work Teacher use of content specific Higher Level Questioning Stems during classroom

Facilitator

Coaches - Literacy, Math and Science

Participants

Teachers , Coaches, and Administration

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0