

The School District of Desoto

DESOTO COUNTY HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Joshua White

Position Title

Principal

Job Duties and Responsibilities

The leadership team, consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and discuss the progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Leadership Team Member #2

Employee's Name

Sara Knowles

Position Title

Assistant Principal

Job Duties and Responsibilities

The leadership team, consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and discuss the progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Leadership Team Member #3

Employee's Name

Tammy McKee

Position Title

Assistant Principal

Job Duties and Responsibilities

The leadership team, consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and discuss the progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Leadership Team Member #4

Employee's Name

Tommie Henry

Position Title

Dean of Students

Job Duties and Responsibilities

The leadership team, consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis

to review data, plan interventions, strategies, and discuss the progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

Leadership Team Member #5

Employee's Name

John Grigg

Position Title

Dean of Students

Job Duties and Responsibilities

The leadership team, consisting of the Principal, Assistant Principals, and Dean of Students, will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The Leadership Team meets with Guidance, Department Heads, and all staff members on a regular basis to review data, plan interventions, strategies, and discuss the progress of our students. The Principal is responsible to be in direct contact with district personnel to assure all resources are available to the school. All administrators are involved in parent and community communication to ensure smooth transitions between school and home.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The DeSoto County School District and DeSoto County High School enhanced focus on obtaining feedback and input from all stakeholders in the development of the 2024-2025 School Improvement Plan - primarily through the use of the established School Advisory Council (SAC). The SAC has long been utilized at DeSoto County High School and continues to include a wide breadth of stakeholders with a focus on enhancing student education and experience at DeSoto County High School. The SAC often includes the school leadership team, school counselors, teachers (from both secondary and primary schools in the District), parents of students attending the high school, business leaders, and a representative from the DeSoto County Sheriff's Department. The SAC also includes several students representing various student groups, including the Student Union representatives, JROTC leadership students, and general students without specific affiliations). To create the School Improvement Plan (SIP), school-level data were reviewed by the DHS leadership team and shared with area/department heads. The data were then shared with all school faculty and staff members during the 2024-2025 pre-planning process. The progress of students (overall) was discussed with all stakeholders through the established SAC process, which helped inform and guide the development of the SIP. Faculty and staff input was solicited to ensure goals were appropriate for the priorities and needs of students during the upcoming school year. The final slate of school-wide goals, as well as department-based (subject based) goals, were selected and voted upon by faculty within each department where a school-wide goals was identified.

SIP Monitoring

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

DeSoto County High School (DHS) leadership team and administrators will continue to place a priority on the success of each student attending the school, which includes regularly monitoring school-wide goals and progress towards student achievement. The DHS leadership team will engage in monthly School Advisory Council (SAC) meetings to discuss progress towards School

Improvement Plan (SIP) goals and student achievement based on state standards and the overall Florida school-wide grading system. The monthly SAC meetings are open to any stakeholder interested in attending and are always available for online (teleconference) attendance to ensure full access to any interested party. As goals are reviewed with the SAC, feedback and input is obtained for further progressing towards proposed goals - generally focused on revising current practices, reviewing new interventions and/or methods for improving achievement, and/or revising goals as necessary due to unexpected changes or circumstances. In addition to the SAC, which is the primary method for engaging stakeholders and revising the SIP, the DHS leadership team will also engage in a variety of techniques to ensure implementation fidelity and prioritization of school-wide goals throughout the school. For instance, administration will provide increased walk-throughs of classrooms to ensure focus on standards-based instruction, ensure the use of district-approved curricula, ensure the application and inclusion of the appropriate level of academic rigor, and ensure participation in and utilization of Professional Learning Communities (PLCs). To further ensure progress towards goals, DHS administrators will oversee faculty meetings and department chair meetings throughout the academic year. In addition, district administrators will visit the school and classrooms to review progress towards goals and help review implementation of interventions and educational methods. Overall, these various methods are focused on monitoring implementation, ensuring fidelity in practice, and reviewing student progress towards established improvement goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	64.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	116	108	106	138	468
One or more suspensions	63	30	19	11	123
Course failure in English Language Arts (ELA)	49	62	16	9	136
Course failure in Math	96	73	23	8	200
Level 1 on statewide ELA assessment	125	102			227
Level 1 on statewide Algebra assessment	124	95	30	6	255

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	70	57	50	4	181
Students retained two or more times	74	72	45	4	195

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	35	35	55	37	37	50	33	33	51
ELA Grade 3 Achievement **									
ELA Learning Gains	47	47	57				43		
ELA Learning Gains Lowest 25%	45	47	55				28		
Math Achievement *	26	27	45	23	23	38	21	25	38
Math Learning Gains	45	45	47				35		
Math Learning Gains Lowest 25%	62	64	49				50		
Science Achievement *	50	50	68	37	37	64	47	20	40
Social Studies Achievement *	51	51	71	52	52	66	47	36	48
Graduation Rate	75	75	90	80	80	89	86	47	61
Middle School Acceleration								50	44
College and Career Readiness	49	49	67	45	45	65	43	47	67
ELP Progress	36	36	49	24	40	45	34		

*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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	521
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	75%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	45%	42%	44%		46%	44%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	34%	Yes	5	
English Language Learners	32%	Yes	5	
Black/African American Students	43%	No		
Hispanic Students	47%	No		
Multiracial Students	60%	No		
White Students	49%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	32%	Yes	4	
English Language Learners	24%	Yes	4	4
Black/African American Students	28%	Yes	4	1
Hispanic Students	44%	No		
Multiracial Students	27%	Yes	2	2
White Students	53%	No		
Economically Disadvantaged Students	42%	No		

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%
Students With Disabilities	35%	Yes	3	

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%
English Language Learners	29%	Yes	3	3
Native American Students				
Asian Students				
Black/African American Students	38%	Yes	3	
Hispanic Students	41%	No		
Multiracial Students	18%	Yes	1	1
Pacific Islander Students				
White Students	48%	No		
Economically Disadvantaged Students	38%	Yes	1	

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	35%		47%	45%	26%	45%	62%	50%	51%		75%	49%	36%
Students With Disabilities	3%		26%	32%	6%	35%	62%	10%	33%		92%	27%	50%
English Language Learners	12%		41%	34%	14%	43%	57%	10%	8%		52%	43%	36%
Black/African American Students	38%		43%	44%	21%	40%	57%	52%	54%		56%	20%	
Hispanic Students	34%		52%	49%	26%	47%	62%	49%	50%		73%	39%	36%
Multiracial Students	60%		60%										
White Students	34%		40%	39%	27%	44%	59%	49%	50%		81%	63%	
Economically Disadvantaged Students	33%		46%	47%	25%	45%	67%	47%	50%		70%	39%	32%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				23%			37%	52%		80%	45%	24%
Students With Disabilities	23%				25%			22%	24%		82%	13%	
English Language Learners	5%				9%			6%	14%		72%	23%	40%
Black/African American Students	34%				15%			26%	29%		56%	6%	
Hispanic Students	33%				22%			35%	48%		84%	41%	42%
Multiracial Students	36%				18%								
White Students	43%				27%			44%	63%		79%	60%	
Economically Disadvantaged Students	33%				20%			35%	49%		77%	39%	41%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	33%		43%	28%	21%	35%	50%	47%	47%		86%	43%	34%
Students With Disabilities	23%		33%	21%	26%	33%	52%	32%	46%		71%	13%	
English Language Learners	6%		21%	18%	0%	39%	47%	11%	19%		82%	39%	34%
Native American Students													
Asian Students													
Black/African American Students	34%		42%	25%	9%	23%	35%	49%	37%		83%	44%	
Hispanic Students	29%		40%	27%	17%	33%	52%	38%	42%		90%	46%	33%
Multiracial Students	27%				9%								
Pacific Islander Students													
White Students	39%		47%	31%	30%	43%	59%	56%	54%		81%	39%	
Economically Disadvantaged Students	27%		38%	23%	15%	32%	53%	40%	41%		88%	40%	25%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	37%	36%	1%	53%	-16%
Ela	9	31%	30%	1%	53%	-22%
Biology		55%	53%	2%	67%	-12%
Algebra		19%	32%	-13%	50%	-31%
Geometry		28%	28%	0%	52%	-24%
History		54%	54%	0%	67%	-13%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		39%	37%	2%	36%	3%
Algebra		11%	10%	1%	16%	-5%
Geometry		19%	11%	8%	21%	-2%
History		44%	42%	2%	42%	2%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	8%	0%	17%	-9%
History		44%	44%	0%	29%	15%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

All analyses and statements herein are based on data provided by the Florida Department of Education in August 2024. Based on 2023-2024 state assessments, Mathematics and Science (Biology) achievement showed the greatest improvements from the prior (2022-2023) academic year (mathematics improved from 23% proficient to 26% proficient, while Science improved from 37% proficient to 50% proficient). While performance on Social Studies assessments dropped off somewhat from 52% proficient in the prior year to 51% proficient in 2023-2024, it is important to note this was one of the biggest improvements in the prior year and it is commendable to have maintained the higher level of performance for two years. In addition, DeSoto County High School also demonstrated improvement and a commitment to student acceleration, with 49% of graduating students considered “accelerated” in 2023-2024 (e.g., passing AP tests, passing dual enrollment courses, receiving industry certifications), a substantial increase from the 39% in 2020-2021 and a continued upward trajectory from 45% in 2022-2023. DeSoto County will continue to support all students in the acceleration of their high school education as they prepare for their future college and career endeavors. Several factors and actions contributed to improvements in mathematics and science performance, as well as maintenance of overall proficiency rates in social studies. Of note, the District and school administration continued working with teaching staff to improve focus on implementing best-practices in teacher planning, including vertical planning, enhanced collaboration, and improved lesson planning. In addition, DHS continued to recruit new teachers that reflect the diversity of students attending the school, with several international teachers added to the school faculty to provide a diversity of thought and teaching strategies. Finally, DHS improved the intensive reading program so that students in each grade level (10th-12th) had access to an intervention teacher to focus on reading for those students with the greatest struggles; 9th grade students had ELA and writing blocked together to ensure more time with teachers, time for additional skill practice, and extended time with content.

SCIENCE PERFORMANCE: It is important to note the significant improvement in science in comparison to last year's proficiency rates. Indeed, the greatest decline in student performance in 2022-2023 was in Biology, with student achievement decreasing from 46% in 2021-2022 to 36% in 2022-2023. Based on faculty and stakeholder feedback, interventions and modifications were

implemented and overall student achievement **significantly improved** to 50% proficiency in Biology during the 2023-2024 academic year (higher than all recent prior years). Faculty feedback suggested the primary underlying reason for the drop in performance was: (1) no students qualified for biology honors (a group of students that usually perform better on the EOC); (2) students were not receiving the same level of science foundational skills in primary school classes due to increased focus on reading and mathematics; and (3) students had significant struggles with reading (particularly technical and sophisticated reading materials necessary to understand and comprehend biology topics). DHS leadership and stakeholders improved focus on reading and ELA (the primary focus area for improvement), and this seemed to help lead to improved performance on the biology EOC (it is important to note that students taking the FAST assessment for ELA include 9th graders that do not take the Biology assessments, such that ELA interventions can have a delayed impact on ELA scores).

Lowest Performance

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

ELA proficiency remains one of the primary academic challenges for students entering and attending DHS, with 2023-2024 data showing 35% of students proficient (decreased from the 37% proficient in 2022-2023, though higher than the 33% proficient in 2021-2022). This is also significantly lower than the state average of 55% proficiency across Florida high schools. The challenges with ELA and reading begin early, with a low number of ninth graders entering DHS being proficient in ELA during their 8th grade year (prior to entering DHS at the start of the 2023-2024 academic year). DHS reading interventions seem to be helping, with only 31% of 9th grade students showing proficiency in ELA and 37% of 10th grade students showing proficiency in ELA (a difference of 6% is significant in just one year). Unfortunately, in part due to effects of educational and reading challenges carried from prior years, DHS students demonstrated struggles with end-of-course exams, with only 19% passing the Algebra I EOC, 28% passing the Geometry EOC, 55% passing the Biology EOC, and 54% passing the US History EOC in 2023-2024 (notably all 2023-2024 EOC passing rates were improved from 2022-2023, when only 16% passing the Algebra I EOC, 26% passing the Geometry EOC, 36% passing the Biology EOC, and 49% passing the US History EOC). Graduation rates decreased from 2020-2021 (86.4%) to 2022-2023 (80%) to 2023-2024 (75%), primarily due to an artificial inflation in prior year graduation rates due to waivers and concessions made by the FLDOE in response to the global health pandemic and associated challenges to students (e.g., waiving certain requirements for graduation). Although the overall ELA performance rate was similar to the prior year, there is still a need to substantially increase these achievement levels (which in turn should help students achieve better performance in all other academic subjects). Additionally, while the school has been working to improve the integrated remedial reading program, there continued to be limited struggles with cohesion between the program and the regular ELA classes (which will continue to be addressed in

the 2024-2025 academic year).

Greatest Decline

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

ELA proficiency of all DHS students has shown improvements since 2016-2017 (when only 26% of students were proficient on FSA ELA), but students demonstrated relative maintenance of performance during the 2023-2024 academic year (at 35% proficient). While the 2022-2023 academic year was a baseline year, the 2023-2024 data show learning gains among all students in ELA (47% demonstrated learning gains from the prior year) and among the lowest 25% of students in ELA (45% demonstrated learning gains). Indeed, throughout the prior year, all students in the lowest quartile for ELA performance received remedial reading, though it appears the instruction was not rigorous enough to meet grade level competencies. Ultimately, ELA performance continues to show greatest need for improvement among DHS students for the 2024-2025 academic year, as ELA and reading proficiency impacts performance in all other core academic subjects. In addition to ELA, mathematics (particularly Algebra I) is a second target area for the 2024-2025 academic year (as with prior years). Overall, student performance on Algebra I and Geometry End-of-Course exams (EOCs) increased from 23% proficiency in 2022-2023 to 26% proficiency in 2023-2024 (an improvement back to 2020-2021 levels). This level of proficiency (26% proficient) was not significantly driven by either Algebra I or Geometry, with both showing lower-than-desired rates of proficiency in 2023-2024 (19% proficient in Algebra I and 28% proficient in Geometry). The overall performance is below the desired level for DHS students and lags significantly behind the overall state averages for these assessments. As such, mathematics performance is a second target area for the 2023-2024 academic year. In terms of the primary focus areas discussed in the analysis (ELA and Mathematics), the most notable contributing factors are (1) difficulty attracting highly skilled certified reading, ELA, and mathematics teachers, (2) struggle providing meaningful professional development to teachers, (3) struggles with consistency between the remedial reading initiative, ELA course content, and tested standards; and (4) struggles addressing student pre-existing challenges with basic reading and mathematics that preclude an understanding of advanced algebraic and scientific content. Actions to address these needs for improvement include establishing clear school-wide expectations for academic learning; monitoring expectations and actions during increased classroom walk-throughs; providing staff with on-going feedback and support; establishing a positive climate and culture for learning; and focusing on intentional and instructional practice in ELA and Math through high impact coaches and mentors.

Greatest Gap

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.

Overall, DHS students are lower than state averages in ELA proficiency rates (35% versus 55%), mathematics proficiency rates (45% versus 57%), science proficiency rates (50% versus 68%), and social studies proficiency rates (51% versus 71%). The factors contributing to the anticipated gaps and trends are noted in the prior components (#1 and #2) of this SIP and are not repeated herein. Regardless, the same strategies that address the priority focus areas (ELA and mathematics) are expected to also impact the gaps between District and State performance rates in academic subjects.

EWS Areas of Concern

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

During 2023-2024, EWS data demonstrate that 43.3% of students had attendance below 90%; 11.4% of students had more than one suspension during the academic year; 12.6% of students failed their ELA course; 21.0% were Level 1 on the Statewide ELA assessment; 18.5% of students failed their mathematics course; and 23.6% were Level 1 on the Statewide Mathematics Assessment. In addition, 16.7% of DHS students were retained at the end of the 2023-2024 academic year, with 18.0% of all DHS students having at least two retentions throughout their K-12 educational career. Based on EWS data, the most pressing areas of potential concern are student attendance and performance on statewide assessments (with the second area already addressed as the primary areas of school-wide focus for the 2024-2025 academic year).

Highest Priorities

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

The highest priorities for 2024-2025 are as follows: 1) Improve ELA performance and student reading skills based on statewide assessments. 2) Improve Mathematics performance based on statewide assessments of Algebra I and Geometry. 3) Improve Science performance, primarily in Biology. 4) Create a positive climate and culture to improve student experiences and enhance attendance rates. 5) Increase parent/guardian involvement to help drive student engagement, enhance student attendance, and improve overall academic focus from within families.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- 1) Improve student mastery of grade level standards to at least 45%, as measured by curriculum-based assessments and benchmarks.
- 2) Improve ELA reading scores by at least 10 percentage points from the prior year, as measured by the final administration of the statewide FAST assessment (35% in 2024 to goal of 45% in 2025).
- 3) Increase ELA learning gains by at least 8%, as measured by the final administration of the statewide FAST assessment (47% in 2024 to goal of 55% in 2025).
- 4) Increase ELA learning gains among lowest 25% of students by at least 7%, as measured by the final administration of the statewide FAST assessment (45% in 2024 to goal of 52% in 2025).
- 5) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities and English language learners).
- 6) Teachers will ensure that all written, taught, and assessed curriculum matches or exceeds the content and cognitive level of the FLDOE instructional standards at least 85% of the time.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring overall performance and progress of ELA interventions and actions steps will include: (1) Formal and informal observations and weekly classroom walkthroughs for all instructional faculty utilizing an internal walkthrough rubric and tool; (2) Lowest quartile students will be identified, provided with appropriate differentiated instruction and tracked for additional progress monitoring; (3) Teacher data resources will be enhanced to identify student progress and differentiated instruction monitored through pacing guides and lesson plans; (4) Student progress will be monitored and shared in PLCs using curriculum-based assessments, benchmarks, and FAST data.

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1) Develop and maintain Intensive Reading Curriculum pacing guides to support teachers and administrators in tracking common curriculum and assessments. 2) Strengthen Professional Learning Communities (PLCs) and support additional collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs. 3) Identify lowest quartile students based on ELA assessments, ensure teachers are aware of students in jeopardy of failing using a common computer-based system, and track student progress utilizing classroom consults and differentiated instruction for success. 4) Enhance differentiated small-group instruction within the existing Intensive Reading classroom based on individualized student needs identified through standardized assessments and classroom data. 5) Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements such as Common Lit. 6) Maintain routine walk-throughs and direct teacher observations utilizing an established internal tool and rubric, and provide immediate feedback to help teachers support students meet the rigor of targeted standards. 7) Utilize district created ELA slides during instruction.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Reading Curriculum and Pacing Guides

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Lowest Quartile and At-Risk Student Identification and Focus

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Content-Area Support Through Curriculum Enhancements

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide students with added content-area reading through schoolwide utilization of individualized need-based curriculum enhancements. 1) Intensive Reading Teacher, Science Teachers, and Social Studies Teachers engage in logged email communications to enhance collaboration between departments to support content reading. 2) Weekly At-A-Glance forms implemented to provide enhanced shared focus standard between Social Studies and Intensive Reading. 3) Common Lit

readings implemented that are parallel to content curriculum and aligned to approved curriculum pacing guides. 4) Bi-monthly PLC meetings include discussion and implementation of shared readings to support student learning and progress.

Action Step #4

Common Assessments for Student Need Identification

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

Differentiated, Small-Group Instruction

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #6

Teacher-Based Supports and Feedback

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

understanding of expectations and develop plans to address areas of growth.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- 1) Improve Algebra I proficiency rates by 21 percentage points from the prior year, as measured by EOC exams (19% in 2024 to goal of 40% in 2025).
- 2) Improve Geometry proficiency rates by 20 percentage points from the prior year, as measured by EOC exams (28% in 2024 to goal of 48% in 2025).
- 3) Improve combined mathematics proficiency rates by at least 19 percentage points from the prior year, as measured by statewide assessments (26% in 2024 to goal of 45% in 2025).
- 4) Increase math learning gains by at least 7%, as measured by the final administration of the statewide math assessments (45% in 2024 to goal of 52% in 2025).
- 5) Increase math learning gains among lowest 25% of students by at least 3%, as measured by the final administration of the statewide math assessments (62% in 2024 to goal of 65% in 2025).
- 6) Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (targeted subgroups are: students with disabilities, English language learners).
- 7) Teachers will ensure that all written, taught, and assessed curriculum matches or exceeds the content and cognitive level of the FLDOE instructional standards at least 85% of the time.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1) Develop, revise, and maintain curriculum pacing guides for mathematics courses to reflect rigor of the grade level standards that support teachers and administrators in tracking curriculum and assessments. 2) Identify lowest quartile students based on mathematics assessments, ensure teachers are aware of students in jeopardy of failing, and track student progress utilizing classroom consults and differentiated instruction. 3) Increase opportunities to share successful practices among teachers by strengthening Professional Learning Communities (PLCs) and support collaboration time for teachers to develop, adapt, or adopt effective instructional strategies for students based on classroom and student needs. 4) Develop and implement common assessments for mathematics to support teachers in identifying student needs and progress towards established standards. 5) Analyze the effectiveness of different programs used by the mathematics department. 6) Maintain routine walk-throughs and direct teacher observations and provide immediate feedback to help teachers support students meet the rigor of targeted standards.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Curriculum Enhancements

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Identify and Enhance Mathematics Supports for Lowest Quartile of Students

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Common Assessments and Benchmarking

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop and implement internal common assessments for mathematics curricula to support teachers in identifying student needs and student progress towards established standards. 1) Common assessments are aligned with curriculum maps. These assessments are internally controlled and will be supplemental to progress monitoring assessments required by the Florida Department of Education. 2) Common assessments are given to students throughout the curriculum to support progress monitoring.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- 1) Improve Biology end-of-course exam proficiency rates by 6 percentage points from the prior year, as measured by EOC exams (50% proficient in 2024 to goal of 56% in 2025).
- 2) Improve student mastery of grade level standards to at least 55%, as measured by internal progress monitoring assessments.
- 3) Teachers will ensure that all written, taught, and assessed curriculum matches or exceeds the content and cognitive level of the FLDOE instructional standards atleast 85% of the time.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Curriculum Enhancements and Pacing Guides

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

as measured by science assessments taken by students.

Action Step #2

Enhance Science Resources for Students and Teachers

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Implement Common Benchmark Assessments in Biology

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #4

Faculty Observation and Feedback

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- 1) Improve US History student proficiency rates by 8 percentage points from the prior year, as measured by EOC exams (from 52% proficiency in 2024 to goal of 60% in 2025).
- 2) Improve student mastery of grade level standards to at least 60%, as measured by internal progress monitoring assessments.
- 3) Teachers will ensure that all written, taught, and assessed curriculum matches or exceeds the content and cognitive level of the FLDOE instructional standards atleast 85% of the time.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Enhance Curriculum and Pacing Guides for Social Studies

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Curriculum Resources in US History for Students and Faculty

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-Monthly for 10 months

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Common Benchmark Assessments in US History

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #4

Faculty Observation and Feedback

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

IV. Positive Culture and Environment**Area of Focus #1**

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

The strategies selected align to the school model and overall school culture, while also providing an increased reliance on evidence-based and research-based strategies for improving the school culture. Improving the use of the Marzano model, utilizing school-wide PBIS strategies, and improving teacher leadership are all common and important aspects of impacting an entire high school, while also targeting interventions on those students within specified subgroups and those with specific behavioral issues.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Common Language for Behavior Supports

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Student-Focused Positive Behavior Supports

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

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

Action Step #3

Build Faculty Capacity and Professional Effectiveness

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Build educator capacity around effective classroom management and encourage teacher leadership during curriculum meetings and collaborations; distribute leadership to enable and encourage growth of school leaders at all levels; and leverage Teacher leadership during curriculum lead meeting and collaboration. 1) Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration. 2) Develop agendas for bi-monthly faculty meetings and Professional Learning Communities (PLCs) to include leadership opportunities and feedback from teachers. 3) Develop training plan to allow for additional ongoing coaching on “best practices” for faculty across all schools. 4) Ensure coaching and training plan are focused on effective classroom management aligned to the needs of the students and teachers within each classroom. 5) Develop plan for training of all faculty and administrators in understanding and applying culturally responsive teaching. 6) Implement professional development plan for school administrators to increase understanding of faculty evaluation elements (Marzano), as well as best practices so administrators can better guide teaching faculty.

Action Step #4

Enhance Leadership and Staffing Plans

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

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

Action Step #5

Strengthen Connections with Parents and Families

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Annual

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

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

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through regular administrative meetings and faculty meetings, including the demonstration of common language and a common model of behavioral supports and

expectations across the school district and within the high school.

Person responsible for monitoring outcome

Dr. Joshua White

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Enhance Parent and Family Participation in Student Education

Person Monitoring:

Dr. Joshua White

By When/Frequency:

Ongoing, by the end of the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

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

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

The District plans to implement several strategies to strengthen the academic program in the school and accelerate learning among all students in 2024-2025. First, the school will improve school culture and climate by building a common language (e.g., SWPBIS) with clear expectations and support for positive behavior, building educator capacity around effective classroom management, and strengthening customer service across the school. The school will also strive to improve teacher recruitment and retention with diverse representation; improve family and community engagement and partnerships; and ensure effective resource allocation to support student instruction and address student academic needs. DHS will also be maintaining a modified block schedule, allowing students to accelerate their learning of core content by reducing the content they have to learn each semester and allowing them to better focus on the content provided by the teachers.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The School Improvement Plan (SIP) for DeSoto County High School (DHS) was developed in coordination and integrates all appropriate components of other federal, state, and local services, resources, and programs available to students attending DHS. Students at DHS are able to

participate in a multitude of services and programs that are supported by this SIP, enhance the activities proposed under the SIP, and provide resources that are coordinated with the activities proposed by the SIP. For instance, DHS offers Junior Reserve Officer Training Corps (JROTC), a variety of career and technical education programs (e.g., python coding, word press certification, marketing and entrepreneurship certification, certified nursing assistant program, carpentry certification, agricultural certifications, food safety certification, etc.), and a district-based program for teen mothers. In addition, DHS is the only high school in the District and is identified as ATSI, such that all activities under the SIP are designed to address the needs established under the ATSI model of interventions.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

DHS primarily implements a Multi-Tiered System of Supports (MTSS) to address and prevent problem behaviors among students, while using an early-warning system and school counselors to

help with early intervention. The MTSS method employed by DHS is the standard model with Tier 1, 2, and 3 interventions (e.g., Tier 1 SWPBIS, Tier 2 small group intervention, and Tier 3 one-on-one work with counselor).

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

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

DHS does not provide services to pre-school students.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Over the past several years, DHS and the DeSoto County School District has successfully utilized resources and data to help address the increase needs and reduce the performance gaps of identified subgroups. More specifically, performance of students in the “economically disadvantaged” subgroup were significantly improved in the 2021-2022 academic and the performance of students in the “multiracial” and “Black/African American” subgroups (as defined by the US Department of Education) were significantly improved in the 2022-2023 academic year. As such, by the end of the 2023-2024 academic year, these subgroups are no longer identified as needing targeted interventions and supports (beyond those interventions provided for all students and those provided for struggling students based on performance data). The remaining subgroups of students where additional targeted supports and interventions are needed for the 2024-2025 school year are “students with disabilities” and “English language learners.”

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Several processes are in place and/or will be applied during the 2024-2025 academic year to review the use of resources and meet the needs of ALL subgroups of students, including those previously identified as needing targeted supports and those specifically identified for ATSI in the 2024-2025 academic year (i.e., ESE and ELL students). The specific processes include:

- Quarterly teacher reports and departmental reports that provides each teacher and department with a visual depiction of aggregated data on the performance of all students in their classes, with data presented on all students and on each federal subgroup of students (regardless of whether the subgroup is an identified ATSI subgroup for the 2024-2025 year).
- PLC/Team Meetings will be used weekly to discuss standards-based instruction, pacing, curriculum resources, pedagogy, and other various instructional practices that will enhance instruction for students and thus provide improved outcomes.
- Prescriptive PD will be integrated throughout the year on designated PD days, as well as in department PLC's, to address identified issues from school-based walk-throughs, district view visits, and pop-in visits from district personnel.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00