

DeSoto County High School School Academic Plan SY19-20

School District of DeSoto
School Board Action
September 10, 2019
APPROVED

School Summary

History of the school, data, etc.

School Data (10 categories for 2019-20)

School Grade Component	Goal 2020	SY 2019	SY2018	SY2017
ELA Achievement	41%	31%	29%	
ELA Learning Gains	54%	40%	43%	
ELA Lowest 25 th Percentile	45%	32%	43%	
Math Achievement	41%	34%	34%	
Math Learning Gains	54%	49%	44%	
Math Lowest 25th Percentile	54%	45%	36%	
Science Achievement	55%	52%	49%	
Social Studies Achievement	62%	60%	55%	

Additional ESSA Categories (from FL DOE DA Team)

	Federal Percentage Points Goals for SY2019-2020	Federal Percentage Points SY18-19	Federal Percentage Points SY17-18	Consecutive years
All students		40%		
Economically Disadvantaged		40%		
English Language Learners	41	30%		
SWD	41	33%		
African American	41	36%		
White				
Hispanic		47%		
EL reaching proficiency on				

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Goals: (Backup with assessment data and set goals for new school year)

Needs Assessment (Gap analysis)

1. Proficiency is below state expectations in both all core subjects.
2. There are three subgroups that are not meeting the minimum federal percentage points- SWD, African American, and ELL.
3. There is a need to provide more support to teachers to identify specific student needs, particularly students who are members of one or more subgroups.
4. Reading is a schoolwide critical problem.

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Goal 1. Improve Student Reading Achievement Using Florida Standard Based Instruction	
<ul style="list-style-type: none"> Improve ELA reading scores by at least 10 percentage points as measured by FSA Improve student mastery of grade level standards to at least 41% as measured by STAR and Common Lit. Increase learning gains by at least 14% as measured by FSA Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (SWD, Black/African American, ELL) 	
Prioritized Strategies	
1.	Increase teachers' knowledge of students' specific needs through deep data analysis, focusing on the lowest quartile
2.	Leverage Bi Monthly collaboration to align instruction to curriculum based on students' needs

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Develop and maintain Intensive Reading curriculum pacing guides to track common curriculum and assessments	<p>A. Curriculum pacing guides are submitted in each Core subject. Administration refers to guide during formal and informal observations. Discussions are held during bi monthly PLC meetings to ensure daily lessons are on track with pacing guide.</p> <p>B. PLC meetings will reflect progress on targeted instruction throughout the year as measured by STAR assessments</p>	Admin	Bi-monthly for 10 months				
Identify the lowest quartile students, tracking their progress utilizing consults and differentiated instruction for success	<p>A. Lowest quartile list of students will be given to teachers for progress monitoring.</p> <p>B. Each teacher will keep a data binder or identify on data wall the progress of the student and the differentiated instruction used.</p> <p>B Discussions on strategies will be held at PLC</p> <p>B Differential instruction strategies will be noted in submitted pacing guides.</p>	Admin & Dept. Leads	Bi-monthly PLC and Lowest quartile quarterly. 3 week pacing guides				

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<p>Provide content area reading through the use of Common Lit and Achieve 3000.</p>	<p>A. Email Communication and collaboration between Intensive Reading Teacher and Science and Social Studies Teacher to support content reading</p> <p>B. Weekly At-A-Glance form sharing focus standard between Social Studies and Intensive Reading</p> <p>A. Common lit readings parallel to content curriculum</p> <p>B. Shared readings in PLC's</p>	<p>Admin</p> <p>Supported by Curriculum Leads</p>	<p>August</p>				
<p>Develop Common Assessments throughout the intensive reading curriculum.</p>	<p>A. Use Test Prep, Achieve 3000, and Common Lit Assessments for all students in intensive reading.</p>	<p>Curriculum Leads</p>	<p>Ongoing during weekly collaboration time</p>				
<p>Maintain routine Walkthroughs with feedback to ensure students meet the rigor of the targeted standards</p>	<p>A. Admin will make weekly walkthroughs in the classroom providing feedback to the teacher. Focus will be on identifying the daily targeted standard; the students understanding how to reach the standard; rigor that looks like collaboration and academic conversation.</p> <p>B. Feedback and conversation between teacher and Admin.</p>	<p>Admin</p>	<p>Weekly</p>				
<p>Small group instruction based on need in the Intensive Reading Class</p>	<p>A. Use "Renaissance Planner" as a tool to set students up in smaller groups based on their needs according to the STAR test.</p> <p>B. Progress shown in Renaissance Planner</p>	<p>Curriculum Leads</p>	<p>Quarterly</p>				

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Develop and implement common assessments for the math curriculum	A. Common assessments are aligned with curriculum maps, using Test Prep as a primary resource B. Common assessments are given to students throughout the curriculum subjects and used for progress monitoring.						

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Goal 3. Create a climate that reflects high expectations	
Objectives:	
<ul style="list-style-type: none"> Create a positive climate and culture that include memorable experiences for students. Set schoolwide expectations for students Create opportunities for distributed leadership 	
Prioritized Strategies	
1.	Use high yield strategies correlated to Marzano during bell to bell instruction
2.	Set school wide expectations rigorous instruction
3.	Create an environment that supports and encourages the students to learn
4.	Distribute leadership

Rationale: By setting a strong expectation of achievement, students and teachers will build efficacy.

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				A. Actions	B. Outcomes	Q1	Q2
Create an educational climate setting including educational quotes and statements.	A. Place student expectations on wall in cafeteria A. Place educational quotes on walls above lockers B. Student expectations and quotes are in place	Admin	August				
Plan reward activities for students who are striving for academic success	A. Plan Positive Behavior reward activities with the Sunshine Committee to implement during the year B. Activities are in place	Lead Team	Quarterly				

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<p>Plan activities at D.H.S. where students share fun experiences at D.H.S.</p>	<p>A. Student Union and administration meet on a regular basis to plan and implement fun activities at D.H.S. B. Activities are in place</p>	<p>Admin Student Union</p>	<p>Regularly scheduled on calendar</p>				
<p>Leverage Teacher leadership during Curriculum lead meeting and collaboration</p>	<p>A. Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration A. Develop agendas for Bi monthly faculty meetings to include leadership opportunities and feedback from teachers</p>	<p>Bi-monthly meetings</p>					

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