

SY19-20 DeSoto Secondary School Grade Improvement Plan

School Summary

This 2019-2020 School Year is the inaugural year for DeSoto Secondary School. Longitudinal data is from DeSoto Alternative Program (DAP). DAP had 46 students at the beginning of SY 2018-2019, as of September 26, 2019, there are over 135 students enrolled at DSS.

DeSoto Secondary School does not receive a School Grade like all other schools in the district but is assigned a School Improvement Rating. School Improvement Ratings are calculated much differently than School Grades. Points are awarded strictly on student learning gains for English Language Arts and/or Mathematics; schools are rated on only those components with sufficient data. Sufficient data exists when at least ten students are eligible for inclusion in the calculation for the component. Unlike School Grades that are calculated based upon students enrolled in Surveys 2 and 3, Accountability Ratings are based upon students enrolled during Survey 3. Students will only be included in rating if they have FSA/EOC assessment scores for the previous school year.

School Data (Two categories for Accountability Rating 2018-19 and 2019-20)

Accountability Rating Components	Goal 2020	SY 2019
ELA Learning Gains	30	27
Math Learning Gains	30	20

* Before 2019 student groups were too small to report; therefore there was no School Improvement Rating.

Additional ESSA Categories (from FL DOE DA Team)

	Federal Percentage Points Goal SY19-20	Federal Percentage Points SY18-19	Consecutive Years
All students	41	17	
Economically Disadvantaged	41	7	2
English Language Learners	41	-	
SWD	41	-	
African American	41	-	
White	41	15	2
Hispanic	41	6	2

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

Needs Assessment (Gap analysis)

1. Proficiency and growth are below state expectations in both Math and English Language Arts in all grade levels.
2. Three subgroups have been identified as areas of greatest concern based on sufficient data for scoring: Economically Disadvantaged, Hispanic, and Caucasian.
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.

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Goal 1. Improve Student Reading Achievement Using Florida Standard Based Instruction	
<ul style="list-style-type: none"> Improve student growth demonstrated on ELA FSA to receive overall 30 points on the ELA component of School Accountability Rating Improve average student growth on state-approved progress monitoring assessment by one year based on results from the initial and final assessment 	
Prioritized Strategies	
1.	Increase teachers' knowledge of students' specific needs through analysis of APEX assessments
2.	Identify areas of greatest deficit to provide remediation through the utilization of direct teaching and collaborative learning
3.	Supplement online ELA courses with supplemental activities to provide remediation in targeted areas
4.	Use progress monitoring to target areas of need for reading and math remediation

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Create a system to access and track student mastery of individual standards	<p>A. Review reports options provided in the APEX program to show time spent on task and the number of attempts necessary to complete quizzes and formative assessments</p> <p>A. Review FSA and progress monitoring information to identify areas to target remediation</p> <p>A. Identification students in need of remediation</p> <p>B. Identify targeted areas for remediation</p>	Admin Teachers	Reports training-September Ongoing				
Meet individual needs by offering remediation	<p>A. Remediation groups will be determined by FSA/EOC and progress monitoring data</p> <p>A. Students within each ESSA subgroup will be identified</p> <p>A. Remediation will be designed to address the areas in need of growth as identified via data analysis</p> <p>B. Teachers will submit plans for remediation groups</p> <p>B. Progress monitoring data will be utilized to determine the effectiveness of remediation strategies and to monitor student growth</p>	Admin Teachers	To begin in October and continue throughout the school year				

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<p>Provide teachers with collaboration time to plan and generate creative ideas to enhance engagement</p>	<p>A. Provide teachers with state resources to supplement lessons aligned with state standards and APEX lessons in ELA</p> <p>A. Middle School teachers will work together using Wit and Wisdom as well as other reading materials to enhance comprehension through high-interest reading materials</p> <p>A. Collaborative planning scheduled twice weekly at 8:30 a.m. - 9:30 a.m.</p> <ul style="list-style-type: none"> a. Collaboration schedule to provide at least two days of lesson planning and two days of data analysis ELA b. Teachers will guide teacher assistants on areas of support needed based upon plans constructed as well as data analysis <p>B. Teachers will submit planned collaborative standards-based lesson plans to administration weekly</p>	<p>Admin</p> <p>Teachers</p>	<p>To begin in August and continue throughout the school year</p>			
<p>Improve use of instructional time</p>	<p>A. Structure class time to provide learning opportunities from bell to bell</p> <p>A. Provide off-line group remediation in reading daily</p> <p>A. Increased motivational feedback to keep students working diligently</p> <p>B. Course completions will increase due to the additional time on task</p>	<p>Admin</p> <p>Teachers</p>	<p>Ongoing</p>			

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Goal 2. Improve Student Math Achievement Using Florida Standard Based Instruction	
Objectives:	
<ul style="list-style-type: none"> • Improve student growth demonstrated on Math FSA and EOCs to receive overall 30 points on the ELA component of School Accountability Rating • Improve average student growth on state-approved progress monitoring assessment by one year based on results from the initial and final assessment 	
Prioritized Strategies	
1.	Improve overall growth on FSA Mathematics/Algebra EOCs by a minimum of 10%
2.	Enhance online APEX course work by including support materials aligned to standards
3.	Allow for instructional flexibility to include remediation
4.	Assist teacher assistants on how to facilitate small remediation groups

Enabling Activities	Implementation Plan A. Actions B. Outcomes	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Create a system to access and track student mastery of individual standards	<p>A. Review reports options provided in the APEX program to show time spent on task and the number of attempts necessary to complete quizzes and formative assessments</p> <p>A. Review FSA and progress monitoring information to identify areas to target remediation</p> <p>A. Identification students in need of remediation</p> <p>A. Identify targeted areas for remediation</p> <p>B. Increased remediation activities in specified areas as demonstrated by classroom walkthroughs/observations and teacher lesson plans</p> <p>B. Increased student growth demonstrated during progress monitoring</p>	Admin Teachers	Reports training-September Ongoing				

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<p>Meet individual needs by embedding remediation activities during instruction</p>	<p>A. Remediation groups will be determined by FSA/EOC and progress monitoring data</p> <p>A. Students within each ESSA subgroup will be identified</p> <p>A. Remediation will be designed to address the areas in need of growth as identified via data analysis</p> <p>B. Teachers will submit plans for remediation groups</p> <p>B. Progress monitoring data will be utilized to determine the effectiveness of remediation strategies and to monitor student growth</p>	<p>Admin</p> <p>Teachers</p>	<p>To begin in October and continue throughout the school year</p>			
<p>Improve use of instructional time</p>	<p>A. Structure class time to provide learning opportunities from bell to bell</p> <p>A. Provide off-line group remediation in math daily</p> <p>A. Increased motivational feedback to keep students working diligently</p> <p>B. Course completions will increase due to the additional time on task</p>	<p>Admin</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p>Ongoing</p>			
<p>Provide teachers with collaboration time to plan and generate creative ideas to enhance engagement</p>	<p>A. Provide teachers with state resources to supplement lessons aligned with state standards and APEX lessons in Math</p> <p>A. Collaborative planning scheduled twice weekly at 8:30 a.m. -9:30 a.m.</p> <ul style="list-style-type: none"> -Collaboration schedule to provide at least two days of lesson planning and two days of data analysis for Math -Teachers will guide teacher assistants on areas of support needed based upon plans constructed as well as data analysis <p>B. Teachers will submit planned collaborative standards-based lesson plans to administration weekly</p>	<p>Admin</p> <p>Teachers</p>	<p>Ongoing</p>			

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Goal 3. Develop a Culture of Success and Positive Climate	
Objectives:	
<ul style="list-style-type: none"> Set school-wide expectations for classroom structure and teacher/student interaction Establish and enforce school-wide expectations for the school environment and climate (including attendance, behavior, grade acquisition) Create opportunities for distributive leadership 	
Prioritized Strategies	
1.	Establish expectations for instruction
2.	Review classroom/school rules and expectations with students regularly
3.	Spread leadership responsibilities throughout the staff
4.	Increase in class interventions to decrease office referrals/student leaving the classroom
5.	Develop and implement a positive behavior plan designed to recognize students for being positive, hard-working students

Enabling Activities	Implementation Plan A. Actions B. Outcomes	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Use effective, research-based strategies to maximize instructional time	<p>A. Provide strategies that will assist with incorporating blended learning activities in the classroom</p> <p>A. Attend professional development offerings that introduce high yield strategies and show how to implement said strategies in the classroom</p> <p>A. Collaboration meetings during common planning to discuss and share strategies amongst staff</p> <p>A. Provide specific feedback on walk-through observations</p> <p>B. Walkthrough data will identify increased on-task behavior throughout the school year</p> <p>B. Observation data will show growth in instructional elements as the year progresses</p>	Admin Teachers Teacher Assistants	<p>Pre-school PD August</p> <p>PD September</p> <p>Walk-throughs (ongoing)</p> <p>Marzano Observations (ongoing)</p>				

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<p>Recognize student achievements and successes</p>	<p>A. Provide positive feedback to students as they work through their courses on APEX; Display of student name and course completion</p> <p>A. Recognize students that meet attendance goals during monthly incentive activities</p> <p>A. Acknowledge improvement in (a) time on task, (b) attendance (c) positive behavior. Recognize the small steps to encourage continued improvement</p> <p>A. Make positive phone calls home. Teachers log parent contacts made</p> <p>B. Increase school climate & culture to increase staff retention, attendance, and school performance</p> <p>B. Increase school climate & culture to increase student attendance rate, course acquisition, and assessment performance</p>	<p>Admin Teachers Teacher Assistants</p>	<p>Continuous and ongoing positive feedback</p> <p>Monthly student achievement and attendance incentives</p> <p>Continuous and ongoing positive feedback</p>				
<p>Staff lunches monthly and opportunities for staff to interact without students</p>	<p>A. All staff birthdays are recognized and celebrated</p> <p>A. Monthly staff appreciation breakfast</p> <p>A. Teacher appreciation gifts are distributed during teacher appreciation week</p> <p>A. Staff successes are recognized</p> <p>B. Increase school climate & culture to increase staff retention and attendance</p> <p>B. Boost staff morale</p>	<p>Admin</p>	<p>Ongoing</p>				

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<p>Leverage Teacher leadership during collaborative planning and staff meetings</p>	<p>A. Provide opportunities to meet and plan with teachers to provide support on instructional processes</p> <p>A. Develop agendas for biweekly data meetings for both middle grades and high school to include leadership opportunities and feedback from teachers</p> <p>A. Provide opportunities for staff to get involved through committee involvement</p> <p>B. Increase staff retention, buy-in and increase school climate & culture</p>	<p>Admin</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p>Ongoing</p>			
<p>Use the Code of Conduct and Discipline Matrix as a tool for handling student misbehaviors</p>	<p>A. Review of definitions and descriptions of student “behaviors” included in Skyward and provide direction on how to use the Discipline Matrix</p> <p>A. Provide feedback to teachers that write office referrals for level one offenses that are to be dealt with at the classroom level</p> <p>A. Provide support to teachers in dealing with classroom management struggles by providing strategies and suggestions and using District Behavior Specialists to assist teachers as need is demonstrated</p> <p>B. Decrease of 10% in office referrals when compared to SY19</p>	<p>Admin</p> <p>Behavior Specialist</p> <p>Teachers</p>	<p>Pre-School</p> <p>Ongoing</p>			

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Goal 4. Attendance	
Objectives: <ul style="list-style-type: none"> ● Set school-wide expectations for attendance ● Set school-wide goals for improvement and communicate with all stakeholders ● Provide positive reinforcement for attendance ● Work to decrease barriers in student attendance 	
Prioritized Strategies	
1.	Analyze school attendance data to determine school goals
2.	Set school-wide expectations for attendance
3.	Conduct home visits for students with excessive absences
4.	Implement attendance contracts for students with five or more absences
5.	Develop and implement a positive behavior supports, including monthly recognition for students that meet attendance goals in a given month

Enabling Activities	Implementation Plan			Progress			
	A. Actions B. Outcomes	Lead	Timeline	Q1	Q2	Q3	Q4
Leverage instructional time by improving student attendance which will increase student learning outcomes	A. Attendance goal shared with staff A. Dropout prevention specialist will monitor and provide interventions for student attendance A. Display attendance goals in the front office and share weekly data with staff A. Administration to reinforce and monitor student attendance students for monthly attendance improvement and achievement incentives B. Increased student attendance rate	Admin Teachers Teacher Assistants	Ongoing				

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<p>Recognize student achievements and successes for attendance</p>	<p>A. Recognize students that meet attendance goals during monthly incentive activities</p> <p>A. Acknowledge improvement in student attendance. Recognize the small steps to encourage continued improvement</p> <p>A. Make positive phone calls home about attendance</p> <p>B. Teacher log of parental communication</p> <p>B. Increased student attendance rate</p>	<p>Admin</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p>Continuous and ongoing positive feedback</p> <p>Monthly attendance incentives</p> <p>Continuous and ongoing positive feedback</p>				
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